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ABSTRACT

This report presents some of the data gathered in a survey of approximately 4,500 junior high school principals in the United States during the 1964-65 school year. Two different questionnaires were used in the survey, with approximately 2,200 principals responding to each questionnaire. Various questions examined the personal and professional background of principals; the duties, activities, and compensation of principals; and principals' attitudes on current educational issues. The data are displayed in 170 tables that list responses according to such factors as geographical region, school size, per-student expenditure, grade structure, rural or urban location, and principal job satisfaction. Tables may reproduce poorly. (JG)

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Report of the Junior High-School Principalship

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Donald A. Rock
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Volume 2

The Study of the
Secondary School Principalship

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Contents

Foreword v

An Overview of the Report 1

The Report 17

Characteristics of the Principalship 19

Educational Issues as Seen by Principals 33

Duties and Compensations of the Principalship 53

Civic and Professional Activities of Principals 65

Appendix A—*The Questionnaire* . . . . . A 1

Appendix B—*Supplementary Data* . . . . . B 1

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Foreword

The *Report on the Junior High-School Principalship* is Volume II in the Study of the Secondary School Principalship. It projects a national profile of the junior high school principal based upon responses from more than 4,496 schools. Information on access to the principalship, duties and responsibilities, professional attitudes, and other valuable data are provided in the text. We believe that the Report will be both interesting and professionally useful.

A summary of the findings is given in Chapter I. However, closer attention to tables and commentary in later chapters is essential to gain a fuller comprehension of the survey. The publication does not cover all the information tabulated from the responses to the questionnaire. The full material is on tape which is available on a state-by-state basis for use by any affiliated state association on application to NASSP.

The general NASSP Committee on the Study of the Secondary School Principalship and the Subcommittee for Volume II are listed on later pages. We are indeed grateful to them and to the junior high school principals for their willing cooperation.

Volume III, *The Assistant Principalship,* is now underway and is scheduled for publication in 1967.

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The authors received considerable advice and help from many persons at Educational Testing Service each of whom contributed his special talents. Suhaila Tamasco and Marion Tyson provided both typing and proofreading assistance as did Gertrude Lichtenberg in the later stages. Capable computational help as well as table design was provided by Morton Kubar.

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An Overview of the Report

The 1890's brought a growing concern for the educational program in the upper elementary grades. This concern for the large individual differences in both intellectual interests and achievements which characterize early adolescence played a major role in the establishment of the first junior high schools. Some other important antecedents were increased interest in vocational education, exploration and guidance, and the early introduction of college preparatory subjects. Reducing the drop-out rate was also considered a justification for the establishment of junior high schools.

The mixed antecedents, the conflicting conceptions, and the varied justifications for the junior high school have led to a history characterized by dynamic change. The relative emphasis placed on various functions of the junior high school in the mid-1960's has shifted considerably from those of the first junior high schools. For that matter, the functions are even different in part from those accepted in the 1950's.

Controversy over education for the junior high school years is still very much alive. Either many questions remain unanswered or only tentative solutions have been proposed. Should education on the junior high level be heavily elective, or should it be characterized by many required subjects? Should high level classes include a block time as opposed to being completely departmentalized, or should there be a gradual increase in departmentalization with grade level? What grades should be included in the junior high schools? Should the name be changed to "middle school" and the program altered quite basically? What are the attitudes and opinions of junior high school administrators on general education issues and policies?

In order to suggest answers to such questions, the NASSP Committee on the Study of the Secondary School Principalship contracted with Educational Testing Service for two comprehensive studies of the high school principalship. The study of the junior high school principalship reported herein is the second of these.

In order to be as comprehensive as possible, an attempt was made to survey all of the approximately 7,000 junior high school principalships in the United States. In April 1965, every junior high school principal in the country was mailed one of two different forms of the questionnaire. To insure that each form would be completed by a representative group of principals, the two samples were selected by randomly dividing lists of schools in each state into halves and sending each of the two forms to the principals in half of the schools in that state.

Responses to the questionnaires indicated that some of these schools were not, in fact, junior high schools. Others had been junior high schools in the immediate past but were no longer. Because of reorganization and consolidation of school districts, it is impossible to say exactly how many junior high principals were available to receive questionnaires, but it seems likely that the number was about 6,800.

In May 1965, a follow-up mailing was made, and June 1 was designated as the cutoff date for receipt of answers to be included in the study. At that time, the number of answers which were returned was 4,496, an over-all return rate of 66 per cent. The number of answer sheets for each of the questionnaire forms was:

Form 1	2,222
Form 2	2,274

The above figures indicate little sampling bias with respect to form number.

Characteristics of the Principalship

The description of the principalship begins with a survey of the demographic, geographic, and social background factors. Ninety-six per cent of the junior high school principals are men. There is a tendency for the principals to have Midwestern working class origins, and they are characterized by marked socio-economic mobility. The median age of all the principals surveyed was between 40 and 44 years of age; however, the principals of schools in small towns or rural areas are somewhat younger (between 35 and 39).

The questionnaire devoted a number of questions to exploring the formal educational preparation and the educational experience of junior high principals. Approximately 93 per cent of the principals surveyed had earned a master's degree or above. The majority (64 per cent) did their undergraduate work at a public university or college, and their undergraduate majors are typically in the liberal arts area (approximately 57 per cent), followed by education (19 per cent) and physical education (12 per cent). However, a greater proportion of those principals whose schools were part of the 5-3-4 grade organizational structure selected education as an undergraduate major (27 per cent) than did principals as a whole. Educational administration and supervision was the graduate major of 78 per cent of the principals.

The majority of junior high school principals have an extensive teaching background; almost 67 per cent have seven or more years' experience in the classroom. In addition to teaching, the principals report a variety of other experiences in the educational area. In response to a question concerning their last position held prior to assuming a junior high school principalship, 31 per cent reported that they were teachers, while almost 60 per cent stated that they were either principals of an elementary or senior high school, or an assistant principal of an elementary, junior, or senior high school. It is of further interest to note that principals of junior high schools which are part of a 6-3-3 grade structure and are located in urban areas are much more likely to have been assistant principals before taking over their present positions than are their counterparts in 6-2-4 or 5-3-4 systems. Conversely, junior high school principals of 6-2-4 and 5-3-4 schools are much more likely to have been teachers before assuming principalships. Since 6-2-4 and 5-3-4 systems are

much more frequently found in rural areas and tend to be smaller in size, there are fewer administrative positions such as assistant principalships available. Therefore it is understandable that the most frequently traversed route to a principalship for principals of 5-3-4 and 6-2-4 school is through teaching, while principals of 6-3-3 schools usually occupied an administrative position before assuming a principalship.

Since knowledge of the school environment itself is important to the understanding and appreciation of the principalship, a rather comprehensive examination of the characteristics of the junior high school itself was undertaken.

Approximately 98 per cent of the junior high schools are public; most of the remainder are church-affiliated schools. Almost 70 per cent of the junior high schools have student bodies of 500 or more; only 15 per cent have fewer than 250 pupils. The vast majority (78 per cent) of the junior high schools are located in areas described as urban with populations above 5000. Only 21 per cent are located in rural or small town areas.

The predominant grade structure in the junior high school is 7 through 9 (67 per cent). Twenty per cent of the responding principals reported grades 7 through 8 as their organizational structure, while 5 per cent reported grades 6 through 8. Rural junior high schools typically reported a somewhat different organizational grade structure than the remaining sample. Almost 40 per cent of the rural schools have a 7 through 8 grade structure, while 36 per cent report a 7 through 9 grade structure. An additional 11 per cent of the rural schools report a 6 through 8 grade structure, while only 4 per cent of the urban schools report such a structure. It appears that the size of the rural junior high school is the predominant determinant of its grade structure.

Educational Issues as Seen by Principals

In his role of professional leader of his school, the junior high school principal has an important part to play in defining and shaping the goals of education. In response to questions concerning their beliefs with respect to the goals of education, the principals rank the acquisition of basic skills as most important. Principals of the independent schools (2 per cent of the total sample), almost all of which are religiously affiliated, rank the development of sound moral and spiritual values clearly above all other goals. There is a slight tendency for schools located in the Southeast and also those schools characterized by low per-pupil expenditure to place greater emphasis on the development of sound moral and spiritual values as a goal. For the sample as a whole, the acquisition of basic knowledge was rated as the second most important goal. There was a marked tendency for the respondents to rank training in technical skills and the development of appropriate talents, such as engineering and scientific talents, as being least important. It seems that junior high school principals no longer see the junior high school as a place for vocational training for the student terminating his education. Physical fitness and adaptability to a changing world were also infrequently selected as important goals of junior high schools.

Long-standing educational issues concerning what are or should be the valid functions of junior high school education were given comprehensive coverage in the

questionnaire. The responses suggest that there remains a fairly wide range of opinions about proper functions as well as practices in the junior high school today.

The use of ability grouping as a means to reduce the wide range of individual differences that exist in a given classroom has become quite common.[1] Almost 90 per cent of the principals surveyed favored some type of ability grouping. The most frequently advocated system of grouping pupils was within all grade levels but only in selected subject areas.

The administrative organization of the American school system evolved from an ungraded system to an 8-4 structure. As the junior high school movement started, the trend was toward the 6-2-4 plan. At present, however, the survey responses indicate that the majority (73 per cent) of the junior high schools are part of a 6-3-3 organizational system. The next most popular organizational structure is the 6-2-4 system (17 per cent). However, the 6-2-4 system is markedly more popular in rural areas where one-third of the schools are part of a 6-2-4 system. It would appear that in those areas where the enrollment is high the 6-3-3 system is considerably more popular than the 6-2-4 system. There also appears to be a growing interest in a 5-3-4 system. Although only 4 per cent of the principals surveyed reported that their school was part of a 5-3-4 system, almost 18 per cent felt that the ideal grade organization would be 5-3-4.

Closer inspection of the data reveals that over 50 per cent of the principals of 7-8 grade junior high schools consider the 7-9 grade organization as more desirable. An additional 18 per cent of the seventh and eighth grade principals consider the 5-3-4 system as the ideal grade structure, while only 27 per cent of the principals of the 7-8 grade junior high schools think their present grade structure is ideal. The majority (71 per cent) of the principals in 7-9 junior high schools think their present grade structure is ideal. However, of the remaining 29 per cent who are somewhat dissatisfied, the majority consider the 5-3-4 grade system as the more desirable alternative. The data suggest that there is a pronounced dissatisfaction among 6-2-4 principals with their present grade structure. It may be that 7-8 junior high principals tend to consider themselves as administrators of "in-between" schools and suffer a certain lack of identification with either the elementary or the secondary school system. Therefore many of the 6-2-4 principals would like to annex the sixth or ninth grade.

The inspection and accreditation of the junior high school by the local state departments of public instruction has been a rather common practice for many years. A survey of junior high schools in 1961[2] suggested an interest among junior high school administrators in being accredited by various regional associations that accredit colleges and senior high schools. The data from the present survey indicate a wide range of responses in regard to preferences for such accreditation. The greatest number of principals (approximately 36 per cent) favor recognition and evaluation at the state

[1] James B. Conant, *The American High School Today*, (New York: McGraw-Hill Book Co., Inc., 1959).

[2] Stephen A. Romine, "Opinions About North Central Accreditation of Junior High Schools," *North Central Association Quarterly*, Vol. 25, No. 2 (Fall, 1961), pp. 193-200.

level. About 29 per cent choose formal recognition or evaluation at the local level, while approximately 22 per cent favor regional accrediting bodies. However, there is a slight tendency for those junior high schools that are located in the Southeast to favor regional accreditation. This result might well be expected since the Southern Association of Secondary Schools and Colleges was first to begin the accreditation of junior high schools in 1954.

A long-standing issue among junior high school educators is how much emphasis, if any, should be placed on interscholastic competition in athletics. The question also arises whether or not a well-constructed intramural program might be a worthwhile supplement, if not a replacement, for interschool competition.

Approximately 86 per cent of the principals who responded to the survey have some interscholastic athletics at their schools. Over 50 per cent of the principals consider interscholastic competition in such sports as swimming, track, basketball, and softball as appropriate for all junior high grades. However, the majority of the principals believe interscholastic competition in football or baseball either inappropriate for all junior high grades or appropriate only in grades 8 or 9. Approximately 55 per cent of the principals feel that a well-conducted after-school recreation and intramural program would be beneficial and would lead to a desirable reduction, if not a replacement, for present interschool athletic programs.

Slightly more than half of the principals favor federal aid to public schools only. Approximately 23 per cent favor federal aid to both public and private schools. The vast majority (79 per cent) of the principals state that they agree with the Supreme Court's decision concerning racial segregation in the public schools. However, only 45 per cent of the principals concur with the Supreme Court's decision concerning prayer and Bible reading in the public schools. The practice of bussing students to schools from outside districts in an effort to facilitate racial integration is rejected by the majority of junior high principals (approximately 77 per cent). Evidently, the traditional role of the neighborhood school is still a powerful concept.

Many innovations in curriculum and administrative practices have now been introduced at the junior high level. This study attempted to evaluate not only the frequency of their occurrence but also to obtain some estimate of their impact. Slightly over three-quarters of the principals who responded report that their schools have adopted one of the "new" modern math programs, and moreover, they are satisfied with it. Just over half of the principals sampled feel that modern language programs should be part of the elective program at all junior high levels. When asked about the relative importance of various innovations, a significant number of principals indicated that they considered each of the following "very important": increased emphasis in reading, 71 per cent; increased emphasis on science programs, 36 per cent; increased home study requirement, 13 per cent; use of audio-visual equipment, 38 per cent; and earlier introduction of certain curricular content, 29 per cent.

At the beginning of the junior high school movement it was usually necessary to use teachers from either elementary or secondary schools, since the number of junior high schools did not create a sufficient demand upon teacher education to justify a curriculum especially designed for junior high school teaching. However, as more

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school systems reorganized, some institutions began to offer special work in this area. The principals in this survey were asked to give their impressions about what course work they believed was most important in the preparation of junior high school teachers. Over 60 per cent consider courses with emphasis on physical and emotional development of the adolescent to be "extremely" essential. Forty-three per cent of the principals feel that practice teaching at the junior high school level is also absolutely essential, while over one-third put courses dealing with the teaching of reading in the same category. Courses dealing with teaching methods in specific junior high areas are much less frequently mentioned as being "absolutely essential." There is a consensus among principals concerning the need for a fairly strong background in psychology for junior high school teachers rather than heavy emphasis on the learning of "how to do it" techniques. When asked what proportion of the junior high school teacher's preparation should consist of courses in methods, almost 70 per cent advocate that less than one-third of the preparation time be spent on methods and two-thirds or more on content. The desire for a stronger liberal arts background among junior high school teachers is also evident; over 70 per cent of the principals feel that the degree program should be extended to five years and incorporate more liberal arts courses.

One of the major criticisms of the departmentalized junior high school was decreased flexibility in the time schedule. The elementary teacher in a self-contained classroom does not have to interrupt a social studies session at a critical point in the learning situation because it is time for the English class. This is not true in the completely departmentalized junior high school. However, the "block of time" plan that combines two or more courses in a double or triple period does provide some flexibility in scheduling.

When the junior high school principals were asked what system of departmentalization they preferred, 34 per cent advocated complete subject departmentalization with no block time; 22 per cent felt that there should be partial subject departmentalization with some block time at all levels; and 12 per cent preferred minimal departmentalization at grade 7 with gradual increases through grades 8 and 9, and with some block time at all levels. Approximately 20 per cent advocated complete departmentalization at grade 9 with partial departmentalization and block time for grades 7 and 8. Although almost all of the respondents preferred some degree of departmentalization, a still larger percentage expressed a desire to keep some block time.

One of the recommendations of the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School was team teaching.[3] The broad and generalized courses of the junior high school may demand both generalization and specialization on the part of the teacher. Since this combination is difficult to find, the use of more than one teacher for a given class is suggested in an effort to determine what the more important contributions of team teaching are, as presently practiced, the principals were asked to indicate the relative importance of various benefits commonly proposed in support of team teaching. Sixty-two per cent of the principals feel that the fact that team teaching allows the student to capitalize on the teachers' specific abilities is of major importance, while 41 per cent indicate that the

[3] J. Lloyd Trump and Dorsey Baynham, *Guide to Better Schools* (Skokie, Ill.: Rand McNally & Co., 1961).

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possibility of increased flexibility in scheduling as well as taking care of individual differences is also of major importance.

Other suggested values of team teaching along with the proportion of principals who consider them as being of major importance are: (1) it is a time-saving plan for teachers, allowing more time for teacher preparation (18 per cent); (2) it enables pupils to obtain more than one point of view from multiple teacher assignments (31 per cent); (3) it promotes subject matter integration (25 per cent); and (4) it facilitates independent study (27 per cent).

The opportunity to establish clubs was a selling point for the junior high school during the early years of the reorganization movement. The divergent interests and gregarious nature of adolescents, along with their need for informal group activities, supported the development of a club program in the junior high school. "Clubs permit students to group themselves on the basis of a common interest. . . . They open up new interests and extend old ones, permit pupils to engage in worthwhile but non-academic endeavors, and provide the means for carrying out many important and needed services to the school and the community."[4]

The junior high school principals were asked about the presence or absence of various types of clubs as well as their relative desirability. The majority (68 per cent) of 7-9 junior high school principals reported that they have service clubs and consider them desirable. Forty-four per cent of the principals of the 6-2-4 schools and the 5-3-4 schools said they have service clubs and feel that they are desirable. Interest and subject-centered clubs appear to be quite popular in the 7-9 schools but not in the 7-8 or 6-8 schools, while athletically connected clubs (cheerleaders, pep club, etc.) are both present and desirable in all types of junior high schools.

Social clubs are reported as being absent from their schools and undesirable by the vast majority of principals, regardless of the grade structure.

When asked about the relative amount of satisfaction a principal derives from his work, there were some differences in proportions when reported by grade organizational structure. However, it should be pointed out here that "satisfaction" (that is, the feeling of being able to use one's potential) is just one facet of job satisfaction and should not be construed as an overall measure of morale. Approximately 70 per cent or more of the three-year junior high schools' principals report that their principalship offered them considerable satisfaction.

In commenting on their long range career objectives, 54 per cent of the 6-3-3 junior high school principals indicate that they would like to remain a junior high principal. Forty-seven per cent of the 6-2-4 principals and 38 per cent of the 5-3-4 principals express the same interest. However, almost twice as many of the 5-3-4 principals as either 6-3-3 or 6-2-4 principals select the position of district superintendent as their long range career objective. It would seem that the 5-3-4 principal is more administratively oriented than either of his counterparts.

[4] Van Til *et al.*, *Modern Education for the Junior High School Years* (Indianapolis, Ind.: Bobbs-Merrill Co., 1961).

Duties and Compensation

The junior high school principals have a long work week. On the average he devotes about 53-54 hours per week to his job. Principals of three-year junior high schools work somewhat longer hours than do the two-year junior high school principals. The majority of 6-2-4 and 5-3-4 junior high school principals do not have either a full-time or part-time assistant principal, while approximately 65 per cent of the 6-3-3 principals have at least one part-time assistant principal.

The junior high school principal divides his work week among a variety of activities. Those which make the greatest demands on his time are: administrative planning by himself or with subordinates, meetings with groups of teachers on curriculum or instructional matters, working with individual teachers in relation to their teaching proficiency, and meetings with students on disciplinary matters. About one-fifth of the 6-2-4 and 5-3-4 principals teach one or more classes while almost none of the 6-3-3 principals have classroom teaching responsibilities. Further analysis indicates that almost one-fifth of the principals in schools with less than 500 students spend over twenty per cent of their time in either classroom preparation or teaching.

The junior high school principal is subject to various pressures from outside groups. The 6-3-3 principals report the greatest amount of pressure from local senior high schools, editorial policies of local newspapers, and PTA groups. The 5-3-4 principals report less pressure from the senior high schools and local newspapers, but they do receive somewhat more pressure from PTA groups. The majority of principals, regardless of grade structure, report little or no pressure from religious or church groups, business committees, local labor organizations or extremist groups. It appears that the 5-3-4 junior high schools are able to maintain a certain amount of autonomy as far as senior high school pressures are concerned. Due to lower grade level composition and the resulting curriculum requirements at these levels, the 5-3-4 principal may tend to identify with the elementary school and thus is remote in orientation, both administratively and ideologically, from the senior high school.

A majority of the principals stated that teachers who resist new methods are something of a "roadblock" in doing their job as they would like to do it. Obviously, a lack of flexibility in teachers' abilities to adapt to the use of new curricular content as well as methods can be a handicap in the junior high schools, which since its inception has been characterized by an experimental orientation. Teacher turnover appears to be a greater problem for principals in schools which are part of a 6-3-3 system than in either the 6-2-4 or 5-3-4 junior high schools.

In contrast to the problems and "roadblocks" of the junior high school principalship, there are many compensations. The majority of the principals report that if they had their lives to live over they would choose educational administration as a career. However, principals from large schools and/or schools in the Southeast indicate a greater tendency to endorse educational administration as a career, than their fellow principals in other sections of the country.

As noted earlier, the vast majority of principals felt a high degree of satisfaction in their work. When they were grouped according to whether they felt their position afforded them considerable satisfaction as opposed to little or none, some interesting response profiles were discovered.

In general, the principal who derives considerable satisfaction from his position comes from a medium to large 6-3-3 or 5-3-4 junior high school which is well staffed, is housed in a separate building, and located in an urban area. The man or woman who receives little satisfaction from his work, in contrast, is frequently handicapped by an inadequate staff, particularly in regard to full-time assistant principals and clerks. His physical plant is much less likely to include gymnasiums, language labs, music rooms, or industrial arts labs. He is likely to have problems keeping teachers because they can command better salaries at other levels. He is much more likely to spend more of his work week in the preparation and teaching of class work than his satisfied counterpart. As for educational issues and practices, he tends to feel that schools require too little academic work of their students, and he also feels that a well grounded knowledge in the psychology of adolescence is of minor importance to the junior high school principal. He feels that his position offers him little prestige in the community. He attends professional conferences at either the state or national level less frequently than do his more satisfied colleagues, and he is less likely to be a member of professional organizations such as the National Association of Secondary-School Principals.

The less satisfied principal is more likely than his happier counterpart to feel that variations in the ability and dedication of teachers constitute a serious roadblock. He is also less likely to endorse educational administration as a long range career objective and less likely to have tenure as a principal.

It should, however, be remembered that the majority (almost 70 per cent) of the junior high school principals did derive considerable satisfaction from their jobs.

Civic and Professional Activities of Principals

Rather generally, junior high school principals are extensively involved both in civic and professional activities. The emphasis, however, seems to be on the professional: almost 70 per cent of the 6-3-3 principals report that they are members of the National Association of Secondary-School Principals, while slightly over 50 per cent of the 5-3-4 and 6-2-4 principals are members of the same association. It is quite possible that some of the 5-3-4 and 6-2-4 principals feel that their needs might be met by professional organizations oriented towards elementary school problems.

ORGANIZATION OF THE MAIN BODY OF THE REPORT

Interpretation of the Tables

The main body of this report, which begins on page 19, consists of a series of tables, each accompanied by a brief analysis. Another and parallel series of tables is found in Appendix B. A few comments on the decisions in regard to the construction of these tables and in grouping them in the report will help the reader examine these data more efficiently.

First of all, figures given in the tables are *percentages* unless otherwise noted. Because two somewhat different forms of the questionnaire were circulated, not all per-

centages are drawn from the same "total." However, as has already been observed, there seems to be every reason to believe that the respondents to the two forms make up comparable groups, so whether percentages are based on replies to questions in one of the two forms, or on questions common to both forms, is a matter of small consequence in interpreting the findings.

Although the undifferentiated total number of responses to each of the items in this inquiry is a meaningful fact, some further categorizing of the data seemed desirable. From the numerous ways in which the data might have been grouped, six were finally selected. With few exceptions, then, the tables in this report distribute replies in terms of:

1. Location of the school as either urban or rural
2. Organizational pattern of the school system of which the junior high school is a part
3. Per-pupil cost of operation
4. Satisfaction the principal feels in his work
5. Region of the country in which the school is located
6. Size of the school

Tables based on the first three categories have been placed in the text, while the corresponding tables using categories 4, 5, and 6 have been assembled in Appendix B. Corresponding tables have been given matching numbers; for example, 12 and 12B reflect a different categorization of the same basic question. The entries in the tables under the subgroupings with respect to satisfaction are based on only those individuals who responded to Form 2 of the questionnaire. Comments and interpretation of the tables in Appendix B are restricted to a few selected tables which have a direct bearing on the interpretation of the tables in the main body of the report.

The subgroup classifications are as follows:

Location

Two groups of principals were identified, based on the locations of the schools. One consists of principals of *Urban* (78 per cent of the total sample) schools and the other of principals of small town and *Rural* (22 per cent) schools. The *Urban* classification is made up of principals from cities with populations of 5,000 or larger, while the *Rural* group includes towns of 5,000 or fewer people and rural areas.

Tables 1-3 show the percentages of principals as well as the total number responding by selected subgroups within states. It may be quickly noted that there are considerable differences between states with respect to (1) number of urban or rural junior high schools, (2) types of grade structures, and (3) per-pupil expenditures. The number of respondents on which the percentages are based is given by state in the right hand column of each of the tables.

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Table 1
Percentage of Urban and Rural Schools Within State

State	Urban	Rural	No Response	N
Alabama	44	55	1	95
Alaska	87	12	0	8
Arizona	95	5	0	22
Arkansas	89	11	0	37
California	96	4	0	259
Colorado	69	31	0	96
Connecticut	97	3	0	64
Delaware	93	7	0	15
District of Columbia	94	0	6	16
Florida	92	8	0	161
Georgia	77	23	0	44
Hawaii	53	47	0	17
Idaho	37	63	0	51
Illinois	70	30	0	213
Indiana	91	9	0	97
Iowa	49	51	0	170
Kansas	83	17	0	77
Kentucky	71	29	0	35
Louisiana	84	15	2	61
Maine	65	35	0	52
Maryland	80	18	2	96
Massachusetts	89	10	1	167
Michigan	74	26	0	290
Minnesota	91	9	0	90
Mississippi	91	9	0	33
Missouri	84	16	0	86
Montana	55	45	0	22
Nebraska	73	27	0	47
Nevada	100	0	0	10
New Hampshire	76	24	0	17
New Jersey	95	5	0	86
New Mexico	69	31	0	16
New York	97	3	0	180
North Carolina	88	12	0	82
North Dakota	71	29	0	21
Ohio	92	8	0	193
Oklahoma	65	34	1	103
Oregon	71	27	2	62
Pennsylvania	85	15	0	259
Rhode Island	100	0	0	23
South Carolina	86	14	0	49
South Dakota	90	10	0	20
Tennessee	90	10	0	63
Texas	71	29	0	330
Utah	73	23	4	48
Vermont	100	0	0	5
Virginia	93	7	0	44
Washington	71	28	0	164
West Virginia	46	54	0	95
Wisconsin	74	26	0	110
Wyoming	38	62	0	39
Canada	36	64	0	14
Foreign and U. S. Possessions	80	20	0	5

Organizational Grade Structure

Four subgroupings were made on the basis of the organizational pattern used in the school system, of which a particular junior high school is a part. On the basis of replies, the first grouping (67 per cent) comprises principals of schools who are part of a 6-3-3 organizational system. The second grouping (20 per cent) is of principals from

two-year junior high schools which are part of a 6-2-4 organizational system. The third grouping (5 per cent) consists of principals from schools which are part of a 5-3-4 educational system, while the remaining "other" (8 per cent) group consists of any remaining grade structure not already mentioned.

Table 2

Percentage of Selected Grade Structures Within State

State	6-3-3	6-2-4	5-3-4	Other	No Response	N
Alabama	61	14	2	21	2	95
Alaska	38	25	25	13	0	8
Arizona	9	73	0	18	0	22
Arkansas	86	8	3	3	0	37
California	82	12	1	5	0	259
Colorado	70	22	3	5	0	96
Connecticut	70	14	8	8	0	64
Delaware	73	20	0	0	7	15
District of Columbia	100	0	0	0	0	16
Florida	87	5	0	8	0	161
Georgia	39	27	7	27	0	44
Hawaii	53	18	0	29	0	17
Idaho	59	24	8	10	0	51
Illinois	29	42	8	22	0	213
Indiana	59	29	5	7	0	97
Iowa	55	32	3	10	0	170
Kansas	74	14	1	10	0	77
Kentucky	69	14	6	11	0	35
Louisiana	70	11	5	11	2	61
Maine	46	33	12	10	0	52
Maryland	83	6	7	3	0	96
Massachusetts	56	29	8	8	0	167
Michigan	58	26	8	9	0	290
Minnesota	96	2	0	0	2	90
Mississippi	73	6	6	15	0	33
Missouri	62	26	2	10	0	86
Montana	73	14	0	14	0	22
Nebraska	71	18	0	11	0	45
Nevada	80	20	0	0	0	10
New Hampshire	29	35	6	29	0	17
New Jersey	84	6	0	10	0	86
New Mexico	70	15	2	13	0	55
New York	88	3	1	8	0	180
North Carolina	74	15	0	10	1	82
North Dakota	71	10	0	19	0	21
Ohio	93	3	1	4	0	193
Oklahoma	88	8	0	2	2	103
Oregon	69	21	2	8	0	62
Pennsylvania	83	6	2	10	0	259
Rhode Island	78	17	0	4	0	23
South Carolina	49	37	2	12	0	49
South Dakota	70	15	0	15	0	20
Tennessee	75	3	3	19	0	63
Texas	48	21	18	12	0	330
Utah	79	4	6	6	4	48
Vermont	60	0	0	40	0	5
Virginia	75	18	2	5	0	44
Washington	83	6	1	10	0	164
West Virginia	71	13	3	14	0	95
Wisconsin	69	19	3	9	0	110
Wyoming	28	54	0	18	0	39
Canada	57	21	0	21	0	14
Foreign and U. S. Possessions	80	0	20	0	0	5

Per-Pupil Expenditure

The principals were also grouped on the basis of per-pupil expenditure for instructional purposes in their schools. Approximately 10 per cent did not respond to this question. The *High* per-pupil expenditure group (20 per cent) consisted of principals of schools in which $500.00 or more was spent per student for instructional purposes;

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Table 3
Percentage According to Selected Categories of Per-Pupil Expenditures Within State

State	Low	Medium	High	No Response	N
Alabama	74	12	2	13	95
Alaska	0	38	63	0	8
Arizona	5	55	27	14	22
Arkansas	62	27	0	11	37
California	3	40	46	11	259
Colorado	9	65	16	10	96
Connecticut	9	41	47	3	64
Delaware	13	47	27	13	15
District of Columbia	0	69	6	25	16
Florida	22	61	6	12	161
Georgia	52	30	2	16	44
Hawaii	12	59	6	24	17
Idaho	31	61	0	8	51
Illinois	8	57	28	7	213
Indiana	12	65	9	13	97
Iowa	9	69	15	6	170
Kansas	8	78	7	8	77
Kentucky	31	34	9	26	35
Louisiana	33	41	3	23	61
Maine	27	56	4	13	52
Maryland	8	72	14	6	96
Massachusetts	4	67	19	10	167
Michigan	19	54	14	13	290
Minnesota	7	47	33	13	90
Mississippi	70	18	0	12	33
Missouri	15	58	26	3	86
Montana	0	81	14	5	22
Nebraska	11	69	13	7	45
Nevada	10	60	30	0	10
New Hampshire	6	71	18	6	17
New Jersey	1	26	69	5	86
New Mexico	38	56	2	4	55
New York	3	8	81	8	180
North Carolina	33	54	4	10	82
North Dakota	24	57	5	14	21
Ohio	7	75	7	10	193
Oklahoma	35	51	1	13	103
Oregon	6	52	35	6	62
Pennsylvania	8	55	29	8	259
Rhode Island	4	61	26	9	23
South Carolina	80	16	0	4	49
South Dakota	5	85	0	10	20
Tennessee	57	29	2	12	63
Texas	35	50	7	8	330
Utah	15	60	10	15	48
Vermont	0	60	40	0	5
Virginia	25	64	7	5	44
Washington	4	63	23	10	164
West Virginia	62	27	4	6	95
Wisconsin	5	69	16	9	110
Wyoming	0	62	31	8	39
Canada	43	50	7	0	1
Foreign and U. S. Possessions	0	60	40	0	5

the *Medium* group (32 per cent) contains schools in which $300.00 to $499.99 was spent; and the *Low* group (18 per cent) is made up of schools in which less than $300.00 was spent.

Satisfaction

The junior high school principals were separated into two groupings based on their responses to question 50 of Form 1. The first grouping (33 per cent of those responding to Form 1) consisted of those principals who reported that their position

offered them "very little" to "moderate" satisfaction, while the second grouping (67 per cent) comprises principals who reported that their position offered either "considerable" or "very much" satisfaction.

Region

Three regional groups of principals were constructed on the basis of question 5, which was the same on both forms of the questionnaire. The *Northeast* (22 per cent) consisted of principals in the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont and the District of Columbia; the *Southeast* (17 per cent) consisted of principals in the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia; the *West* (61 per cent) consisted of principals in all other states. This unusual classification was chosen in order to correspond to the breakdown of results reported for Project Talent.[5]

Size

Principals fell into three groups with respect to the size of the schools of which they were principals. The large school enrollment (23 per cent) group consisted of principals from junior high schools with 1000 or more (junior high school) students, the *medium* (43 per cent) group contains principals from junior high schools with 500-999 students, and the *small* (34 per cent) group are principals of junior high schools with fewer than 500 students.

No statistical tests are reported for the data in the tables. The primary reasons for this are that a thorough statistical examination of all differences would have little meaning, since the multiple non-independent comparisons involved render specific probability levels meaningless, and that with numbers as large as those in this study, a difference could easily reach statistical significance at a magnitude where it cannot be considered to have practical significance.[6]

In survey research, the nature of biases contained in the data may be a result of systematic differences between respondents and non-respondents and can be important. Unfortunately in the present study, as in most others, it is not possible to provide a precise and definitive answer to the question of what biases may have been introduced by failure of some principals to respond.

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[5] J. C. Flanagan *et al. Project Talent.* A survey and follow-up study of educational plans and follow-up study of educational plans and decisions in relations to aptitudinal patterns: studies of the American high school. (Pittsburgh, Pa.: Univ. of Pittsburgh, 1962.)

[6] The standard error of most of the percentages reported in this survey varies between 1 and 3 percentage points.

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The Report

Characteristics of the Principalship

Educational Issues as Seen by Principals

Duties and Compensations of the Principalship

Civic and Professional Activities of Principals

Characteristics of the Principalship

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Who Are the Junior High School Principals?

In order to gain an understanding of any professional career field, it is useful to know something about the background of those persons who are attracted by the field. The tables immediately following have to do with demographic characteristics. The first such characteristic is the sex of the junior high school principal, for which data are presented in Table 4 and also in Appendix B, Table 4B.

TABLE 4

What is your sex?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Male	96	97	96	97	96	98	95	95	98	97
Female	4	3	4	3	4	2	4	5	2	4
No response	0	0	0	0	0	0	1	0	0	0

As might be expected, the vast majority of junior high school principals are men. There appears to be little or no difference by region and only a very slight difference by size of school or per-pupil expenditure. The smaller and/or lower per-pupil expenditure schools tend to have slightly more female principals.

Table 5 and 5B indicate that the median age for all principals is about 46

TABLE 5

What is your age?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
23 or under	0	0	0	0	0	0	0	0	0	0
24-29	2	1	6	1	4	7	4	4	2	1
30-34	8	6	15	6	12	20	10	9	8	6
35-39	19	18	24	18	23	27	19	20	20	18
40-44	18	18	16	17	18	14	22	17	19	18
45-49	15	16	12	16	14	11	15	15	15	14
50-54	16	17	10	17	13	11	11	13	15	18
55-59	14	15	9	16	10	5	10	14	12	16
60 or older	8	8	7	9	6	5	9	8	8	8
No response	0	0	0	0	0	1	0	0	0	0

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years. Principals from rural areas and/or schools which are part of a 5-3-4 grade structure tend to be somewhat younger (39 years).

Data concerning the geographical region in which the principal grows up are presented in Table 6 and Table 6B in Appendix B. It is readily apparent that

TABLE 6

In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
New England	8	9	5	7	11	12	8	4	9	10
Mideast	16	18	9	19	7	8	12	7	13	33
Southeast	17	16	18	17	15	13	20	41	12	4
Midwest	35	34	37	33	44	27	37	23	41	29
Southwest	11	10	15	9	12	32	10	19	11	4
Rocky Mountains	5	4	9	5	6	4	4	4	5	4
Far West	8	8	6	9	4	3	8	2	7	15
Non-contiguous states	0	0	1	0	1	1	1	0	0	0
Other	0	0	0	1	0	1	1	0	0	1
No response	0	0	0	0	0	0	0	0	0	0

more principals grew up in the Midwest than in any other region. The Midwest included Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The next most frequent region was the Southeast closely followed by the Mideast which included the states of Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia.

However, in evaluating these results it is necessary to keep in mind that the reported percentages are directly dependent upon how the region was defined. The total population, divided among these regions, as given by census figures for 1920 [7] is as follows: New England, 7 per cent; Mideast, 23 per cent; Southeast, 21 per cent; Midwest, 32 per cent; Southwest, 9 per cent; Rocky Mountains, 2 per cent; Far West, 5 per cent; Non-contiguous states (not applicable); and other (not available). A somewhat interesting result is the fact that approximately 95 per cent of the principals in the Northeast grew up in that area (Table 6B, Appendix B). Similar findings apply to the principals in the Southeast and the West. There appears to be a singular lack of mobility of junior high school principals from one geographic region to another.

Tables 7 and 7B present data concerned with the occupation of the principal's father.

[7] Census figures for 1920 are used because they provide population information relevant to the period during which the average junior high school principal was born.

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TABLE 7

Which of the following best describes your father's chief occupation? Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Farmer	23	20	34	21	27	29	26	30	23	15
Teacher	4	4	4	4	4	4	3	3	4	4
Other professional (lawyer, physician, minister, etc.)	6	6	5	6	6	2	8	5	6	6
Retail clerk, office work, salesman, or skilled labor	24	26	17	25	23	23	22	23	25	27
Supervisory work	8	8	5	8	6	11	6	7	8	8
Sub-professional (musician, pharmacist, etc.)	2	2	2	2	2	3	2	2	1	2
Scientist, Engineer, etc.	1	1	1	2	1	1	2	1	1	2
Independent businessman or executive in large corporation	13	14	10	14	11	12	10	11	13	15
Semi-skilled or unskilled labor	19	18	22	18	20	13	20	17	18	20
No response	0	0	0	0	0	0	1	0	0	0

The most frequently mentioned occupations of the principal's father were farmer, clerk, office work, skilled, semi-skilled, or unskilled labor. The evidence suggests that the junior high school principals on the whole are characterized by considerable upward social mobility. Figures from Tables 8 and 8B yield additional support for this view. Almost 70 per cent of the junior high school principals' fathers did not complete high school. Once again the pattern of this result appears to be stable regardless of region, size of school, urban, rural, etc.

TABLE 8

How much formal education did your father have? Indicate only the highest level.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Did not complete grade school	24	23	27	24	25	23	26	25	23	26
Finished grade school	27	27	28	27	28	22	25	27	28	25
Some high school	18	18	17	18	17	21	19	18	19	16
Finished high school	10	10	10	10	11	11	9	11	10	11
Some college or junior college	9	8	8	9	6	12	9	9	8	8
Business or trade school (after completing high school)	3	3	3	3	3	4	3	3	3	3
Finished four years of college	3	3	3	3	3	2	3	3	3	3
Some graduate or professional school	1	2	1	1	2	1	1	1	1	2
Attained a graduate or professional degree	5	5	3	5	5	4	5	3	5	6
No response	0	0	0	0	0	0	0	0	0	0

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Tables 9 and 9B present data on how many years of experience the principal has had as a principal. The median number of years is approximately 8 or 9 years. Principals of schools which are part of a 5-3-4 grade structure tend to

TABLE 9

How many years of experience as a principal have you had in all? Count this year as one year of experience. Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
One year	6	6	7	6	6	10	7	6	6	5
Two or three years	14	13	19	13	16	24	16	14	14	16
Four or five years	14	13	16	14	15	15	12	14	14	14
Six or seven years	11	11	12	11	12	11	11	12	11	11
Eight or nine years	11	11	10	11	11	8	12	11	11	12
Ten to fourteen years	18	19	15	19	18	17	18	17	18	20
Fifteen to nineteen years	11	11	8	11	9	7	10	10	11	9
Twenty to twenty-four years	6	6	5	6	5	6	4	6	6	6
Twenty-five years or more	9	9	8	9	7	3	10	10	9	7
No response	0	0	0	0	1	0	0	0	0	0

have somewhat less experience as principals. The results in the case of the 5-3-4 principals might well be expected since this system is the result of rather recent innovation in the organization of educational systems.

Tables 10 and 10B present data relative to the number of years of experience in the principalship currently held.

TABLE 10

How long have you been principal of this school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
This is my first year	13	11	16	12	13	17	16	14	13	11
This is my second year	14	14	16	13	18	17	15	16	14	13
This is my third year	12	13	11	12	10	17	15	11	12	14
4-5 years	20	20	19	21	18	21	16	19	20	20
6-8 years	18	19	16	18	19	13	18	16	19	20
9-11 years	11	11	9	11	10	8	9	10	10	12
12-14 years	4	4	4	4	4	4	3	5	4	3
15-17 years	3	3	3	3	3	0	4	3	3	3
18 years or more	5	5	5	5	5	4	4	5	5	4
No response	0	0	0	0	0	0	0	0	0	0

The median number of years of experience in the principal's present assignment is approximately four to five years. The 5-3-4 junior high school principals have somewhat fewer years of experience in their present position due to the relative recency of the availability of 5-3-4 positions.

Preparation and Training of the Principal

The data previously presented have dealt primarily with the background and experience of the principal. The next few tables will be primarily concerned with his formal educational preparation.

Tables 11 and 11B show that the majority of the junior high school principals attended a public university or college as an undergraduate. However, the proportion of principals who attended a private, non-religiously affiliated college is notably higher in the Northeast and to a somewhat lesser extent in the urban areas.

TABLE 11

Which of the following best describes the college or university where you did your undergraduate work? Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Public university or college	64	62	74	62	69	77	65	64	67	60
Private university or college, religiously affiliated	26	27	21	27	25	20	28	30	25	23
Private university or college, not religiously affiliated	10	11	4	11	8	3	7	6	8	17
Other	0	0	0	0	0	1	0	0	0	0
No response	0	0	0	0	0	0	0	0	0	0

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Information concerning the undergraduate majors of the junior high school principal is presented in Tables 12 and 12B. Almost one-fourth of the principals majored in the humanities. The remainder (in order of frequency) chose the following undergraduate majors: (1) education, (2) social science, (3) physical or biological science, and (4) physical education. There is a tendency for a greater proportion of 5-3-4 principals to select education as an undergraduate major. On the whole, however, it would appear that junior high principals have postponed professional specialization until later.

TABLE 12

In which of the following areas did you major as an undergraduate? Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Humanities (e.g., literature, history, etc.)	24	25	19	25	21	19	20	22	22	29
Physical or biological sciences	15	16	12	16	14	10	14	14	16	15
Social Sciences (e.g., economics, sociology, anthropology, etc.)	15	16	14	16	14	13	15	15	15	17
Fine Arts	3	2	3	3	4	2	3	3	3	2
Engineering	1	1	1	1	1	0	1	1	1	1
Business	5	5	6	5	5	7	5	4	5	4
Physical Education	12	11	13	11	14	16	11	12	12	10
Education (other than Physical Education)	19	18	22	17	20	27	24	22	19	16
Other	6	6	9	6	7	7	7	7	7	6
No response	0	0	0	0	0	0	0	0	0	0

Tables 13 and 13B present data on the undergraduate minors of the junior high school principal. The results are similar to what was found in Table 12. The largest group minored in the humanities, closely followed by (1) physical or biological sciences, (2) social science, and (3) education in that order. The

TABLE 13

In which of the following areas did you minor as an undergraduate? Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Humanities (e.g., literature, history, etc.)	26	26	24	26	24	27	27	25	24	30
Physical or biological sciences	19	20	18	19	20	18	20	19	19	20
Social Sciences (e.g., economics, sociology, anthropology, etc.)	18	18	19	18	18	19	21	18	19	17
Fine Arts	2	2	3	2	2	3	3	2	2	1
Engineering	1	1	1	1	1	0	0	1	1	1
Business	2	2	3	2	3	2	2	2	2	2
Physical Education	7	7	9	7	8	7	6	7	8	6
Education (other than Physical Education)	17	17	16	17	18	13	15	17	17	16
Other	7	7	7	7	6	10	6	8	7	6
No response	0	0	0	0	0	0	0	0	0	0

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data in Tables 12 and 13 tend to contradict any contention that principals overspecialize in courses in education.

Tables 14 and 14B, which are concerned with the highest degree earned by junior high school principals, indicate that the vast majority of principals have earned at least a master's degree. There is a tendency for principals of rural

TABLE 14

What is the highest degree you have earned?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No college degree	0	0	1	0	1	0	1	0	0	0
Bachelor's degree or four-year teachers college degree	6	4	14	4	9	9	12	10	5	4
Master's degree in education	33	30	44	31	36	43	36	43	33	22
Master's degree in field other than education	2	2	1	2	2	0	1	2	2	2
Master's degree plus some additional graduate work	47	50	37	50	45	41	39	40	50	47
Master's degree plus all course work for a doctoral degree	7	9	2	8	5	5	7	3	6	15
Doctor of Education	3	3	0	3	2	1	3	1	2	6
Doctor of Philosophy	1	1	0	1	0	1	0	0	0	1
Some other degree	1	1	1	1	0	1	1	1	1	1
No response	0	0	0	0	0	0	0	0	0	0

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Educational administration and supervision	78	78	78	78	79	75	80	75	80	77
Secondary Education	9	9	8	9	7	18	6	9	8	10
Physical Education	2	2	1	2	1	2	1	2	1	1
Some other educational specialty	5	4	5	5	4	5	5	5	5	5
Humanities or Fine Arts	3	4	2	3	3	3	2	3	3	4
Sciences or Engineering	1	1	1	1	1	1	1	1	1	1
Business	0		0	0	0	0	1	1	0	0
Other	1	1	2	1	2	2	1	2	1	1
I have done no graduate work	1	0	2	0	2	1	2	1	0	1
No response	0	0	0	0	0	0	1	0	0	0

TABLE 15

What is your major field of graduate study? Choose only one answer.

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schools and/or 5-3-4 schools to have somewhat less education than the remainder of the sample. These slight differences notwithstanding, the picture which emerges is that of relatively extensive formal preparation. In fact 4 per cent of junior high school principals hold a doctoral degree while an additional 7 per cent have completed the necessary course work for such a degree.

Tables 15 and 15B indicate that the vast majority of junior high school principals' graduate majors were in educational administration and supervision. Most of the remainder majored in secondary education, "some other educational specialty," or humanities or fine arts in that order. These proportions are markedly stable across both regions and types of grade structure.

Tables 16 and 16B contain infomation relative to the principal's teaching experience before assuming his present position. The median number of years

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
None	1	1	1	1	1	0	2	1	1	0
1 year	1	1	2	1	2	1	1	2	1	1
2-3 years	8	7	11	7	11	13	9	6	8	9
4-6 years	23	23	26	22	28	30	25	22	29	22
7-9 years	21	21	20	21	20	25	23	19	21	23
10-14 years	21	22	18	22	20	16	20	21	21	21
15-19 years	13	13	10	14	9	7	10	11	13	12
20-24 years	7	7	6	7	5	6	6	8	6	8
25 years or more	5	5	5	5	4	5	4	7	4	5
No response	0	0	0	0	0	0	0	0	0	0

TABLE 16

How many years of teaching experience did you have prior to taking your present position? Do not include years as a full-time administrator or supervisor.

teaching experience is about eight, and is relatively stable over all groupings.

In addition to their teaching experience, the principals report a variety of experiences in the educational field. Tables 17 and 17B present information about the last position held before becoming a junior high school principal.

TABLE 17

What was the last position you held prior to becoming a junior high school principal?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Elementary or junior high school teacher	18	14	33	14	26	33	28	20	19	13
Senior high teacher	13	10	25	11	18	19	10	19	12	10
Assistant principal of an elementary school	1	1	1	1	1	1	0	1	1	1
Assistant principal of a junior high school	20	24	3	25	8	5	8	10	19	29
Assistant principal of a senior high school	11	13	4	13	9	7	8	8	12	12
Principal of an elementary school	21	23	15	22	22	18	20	24	21	20
Principal of a senior high school	6	5	10	5	9	8	8	8	6	4
Other	10	10	9	10	8	9	12	9	10	11
No response	0	0	0	0	0	0	0	0	0	0

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Almost 31 per cent report that they were teaching, while 39 per cent held administrative positions prior to assuming their present principalships. An interesting aspect of these findings is that the 5-3-4 or 6-2-4 principals are much more likely to have been teaching prior to becoming principals than their 6-3-3 counterparts. However, the most frequently traversed route to the principalship is not from teaching but from other administrative positions.

Organization of Junior High Schools

In order to gain an understanding of the junior high school principalship, a variety of information is needed about the characteristics of schools the principals head. Tables 18 and 18B present information dealing with characteristics of junior high schools. Almost all junior high schools are public schools.

TABLE 18

Which of the following categories best describes the junior high school of which you are principal? Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Public	98	98	97	99	98	99	89	95	99	98
Parochial or Diocesan	1	1	1	1	0	0	4	3	0	0
Private, religious affiliated	1	1	1	0	1	0	4	2	0	0
Private, not religious affiliated	0	0	0	0	1	0	2	0	0	1
Other	0	0	1	0	0	0	1	0	0	0
No response	0	0	0	0	0	1	0	0	0	0

TABLE 19

What grades are included in the junior high school of which you are principal?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
7-9	134	71	56	96	1	2	35	49		
7-8	20	16	39	1	95	0	36	22	22	14
6-8	5	4	11	3	2	0	5	3	3	4
7-10	2	2	1	1	0	0	4	1	1	1
8-9	1	1	1	1	0	1	2	1	1	1
8-8	3	0	2	0	1	3	3	3	1	0
Other	5	4	10	3	1	3	25	4	3	4
No response	0	0	0	0	0	0	0	0	0	0

Another type of classification is presented in Tab[illegible] and 19B. Almost 67 per cent of the principals report a 7-9 grade stru[illegible]e in their school. Twenty per cent of the responding principals report gr[illegible] 7-8, while 5 per cent report grades 6-8. The rural junior high schools typ[illegible]ve a somewhat different organizational grade structure than the urban scho[illegible]ximately 40 per cent of the rural schools have a 7-8 grade structure whe[illegible]o per cent have a 7-9 grade structure. An additional 11 per cent of the rural schools have a 6-8 grade structure, while only 4 per cent of the urban schools have such a grade structure.

Tables 20 and 20B present information on the organizational structure of the various educational systems of which the junior high school is a part. As might be expected, the results are almost identical with those of Table 19 and

TABLE 20

Is your junior high school part of a:

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
6-3-3 system	65	29	37	100	0	0	0	42	69	74
6-6 system	2	1	5	0	0	0	17	2	2	2
6-2-4 system	27	13	33	0	100	0	0	29	18	12
8-4 system	2	1	5	0	0	0	22	3	2	2
5-3-4 system	4	3	10	0	0	100	11	3	4	3
Other	5	3	10	0	0	0	0	5	5	7
No response	0	0	0	0	0	0	0	0	0	0

thus do not require additional comment.

Data pertaining to the size of junior high schools are presented in Tables 21 and 21B. Almost two-thirds of the junior high schools have over 500 pupils enrolled. The smaller schools tend to be rural and are of the 6-2-4 grade structure. Overall the medium-sized junior high school is about 600 students.

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TABLE 21

What is the enrollment of your junior high school as of October 1, 1964?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Fewer than 150	7	2	27	3	16	6	25	12	6	6
150-249	8	2	29	4	17	20	19	12	7	5
250-499	19	19	32	14	32	35	23	23	19	13
500-749	22	26	9	23	21	21	17	21	24	19
750-999	21	29	2	27	10	8	11	16	22	26
1000-1499	18	22	1	23	3	5	3	13	18	21
1500-1999	4	5	0	4	1	2	0	2	3	9
2000-2999	1	1	0	1	0	0	0	0	1	1
3000 students or more	0	0	0	0	0	0	0	0	0	0
No response	0	0	0	0	0	0	0	0	0	0

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The geographical distribution of junior high schools is presented in Tables 22 and 22B.

TABLE 22

In which geographical region is your junior high school located?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
New England	7	8	4	6	11	13	7	4	8	9
Mideast	23	17	7	18	5	7	11	4	12	34
Southeast	17	17	18	18	13	11	22	45	12	3
Midwest	31	30	34	29	42	28	31	19	38	25
Southwest	12	11	16	10	13	32	13	21	12	4
Rocky Mountains	6	4	11	5	8	4	6	4	7	4
Far West	11	12	8	13	7	3	8	2	10	21
Non-contiguous states	1	0	1	1	1	1	1	0	0	1
Other	0	0	1	0	0	0	1	1	0	0
No response	0	0	0	0	0	1	0	0	0	0

The data indicate that more junior high schools are located in the Midwest than any other area. This distribution, of course, is due to the geographical distribution of the population of the United States and the specific definition of the regions used in the survey.

Information concerning the area population where the junior high schools are located is presented in Tables 23 and 23B.

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
City of more than 1,500,000 population	4	5	0	5	0	2	2	2	2	10
City between 250,000 and 1,499,999 population	11	14	0	14	3	11	8	12	12	10
Urban area between 5,000 and 249,999 population	63	81	0	69	55	69	62	54	66	66
Small town below 5,000 population	18	0	72	8	33	11	23	19	16	10
Rural	6	0	28	4	9	7	14	13	4	3
No response	0	0	0	0	0	1	0	0	0	0

TABLE 23

Which of the following population categories best describes the location of the junior high school of which you are principal?

Almost 81 per cent of the junior high schools are located in urban areas with populations of 5000 or more. However, schools with 7-8 and 6-8 grade structure are much more likely to be found in small town or rural areas than their 7-9 counterparts.

Qualitative Characteristics of Junior High Schools

Information relative to average per-pupil expenditure for instructional purposes during the previous school year is presented in Tables 24 and 24B.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Less than $50 per year	2	1	5	2	1	2	3	9	0	0
$50 to $99 per year	2	1	5	2	3	4	4	12	0	0
$100 to $199 per year	2	2	5	2	2	4	5	14	0	0
$200 to $299 per year	12	11	15	11	14	14	13	65	0	0
$300 to $399 per year	27	27	26	26	30	31	24	0	51	0
$400 to $499 per year	25	27	22	27	24	21	21	0	49	0
$500 to $599 per year	12	13	8	13	10	10	11	0	0	61
$600 to $699 per year	5	5	2	5	3	2	5	0	0	24
$700 per year or more	3	3	2	3	2	3	4	0	0	15
No response	10	9	12	9	11	10	9	0	0	0

TABLE 24

What was the average per-pupil expenditure for instructional purposes for each junior high student in your school last year? Choose only one answer. (Include teachers, facilities and all professional staff.)

A little over 72 per cent of the principals report that the average per-pupil expenditure for instructional purposes is $300 or more per year. Principals in the Northeast and West much more frequently report expenditures in excess of $400 than do the principals from the Southeast.

The next few tables are concerned with the availability of both staff and selected facilities. Tables 25 and 25B contain information relevant to the physical plant. Approximately 80 per cent of the principals report that their junior

TABLE 25

Is your junior high school housed in separate buildings, i.e., is the actual physical plant different from that of the local elementary or senior high school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	79	87	52	85	70	88	50	71	81	81
No	21	13	48	15	30	12	50	29	19	17
No response	0	0	2	0	0	0	1	0	0	0

high school building is physically separate from that of the local elementary or senior high school. However, principals from rural schools, 6-2-4 schools, and small schools are much more likely to share a building with the local elementary or senior high school than the remainder of the sample. Principals who serve in junior high schools which are housed in separate buildings are more likely to describe themselves as deriving considerable satisfaction from their job.

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Tables 26 and 26B present data concerning the teacher-pupil ratio in the junior high schools. Slightly over 60 per cent of the principals report ratios of

TABLE 26

In your school what is the teacher-pupil ratio? Select the one alternative that comes closest to your present ratio.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
1:10	1	1	2	1	1	0	4	0	1	3
1:20	33	32	37	33	31	31	38	20	31	55
1:30	62	63	57	63	63	68	50	75	65	43
1:40	3	3	3	3	3	0	4	6	3	1
1:50 or greater	0	0	0	0	1	0	0	0	0	0
No response	0	0	1	0	1	1	0	0	0	0

one teacher to thirty pupils, while 33 per cent report a 1:20 ratio. The higher teacher to pupil ratios are more likely to be found in junior high schools in the Northeast than in the Southeast or West.

Information relative to selected physical facilities as well as staff availabilities

TABLE 27

Questions in these tables are concerned with the availability of actual physical facilities for carrying on comprehensive programs in each of certain selected areas. Using the alternatives provided, indicate whether or not the listed facilities are available in your junior high school.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Gymnasium	71	81	65	74	70	79	63	64	79	76
Library	79	86	57	86	67	66	62	67	80	91
Industrial Arts Lab	70	81	40	88	49	40	51	50	75	89
Homemaking Lab	78	86	49	88	57	47	65	62	80	89
Science Lab	78	78	54	78	62	66	58	57	76	89
Language Lab	30	33	12	36	14	14	21	16	38	40
Music Room	75	81	66	81	66	60	60	59	77	89
Art Room	68	79	31	78	48	48	47	46	78	84

Percentages in the table refer to the availability of both staff and physical facilities.

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are presented in Tables 27 and 27B. The majority of junior high schools have both physical and teaching capabilities to go with the following facilities: gymnasium, library, industrial arts lab, home-making lab, science lab, music room, and art room. However, the majority do not have facilities for a language lab. Schools located in the Northeast, 6-3-3 schools, and, as expected, schools with high per-pupil expenditures are much more likely to possess these facilities than the remainder of the sample. As might be expected, those principals who tend to describe themselves as deriving little satisfaction from their positions tend to come from schools which lack many of these facilities.

Tables 28 and 28B present information having to do with both number and kind of non-teaching personnel on the staff. The tables give the per cent of

TABLE 28

Questions in these tables are concerned with both number and kind of non-teaching personnel on your staff. Using only one of the alternatives provided, indicate the number of personnel in each position. (In selecting alternatives two half-time personnel would be considered equivalent to one full-time person, etc.)

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Assistant Principals	42	53	4	53	17	19	20	27	43	60
Librarians	64	75	24	74	42	40	45	52	65	75
Clerks	76	86	40	89	59	68	57	62	79	89
Nurses	15	17	5	17	7	12	13	7	13	27
Counselors	61	74	15	75	34	25	36	41	65	77

The entries in the above table refer to the percent of principals having one or more full-time employees.

principals who report having one or more full-time employees in selected categories. Slightly less than half of the principals report that they have one or more full-time assistant principals. However, schools which are part of a 6-3-3 system are much more likely to have a full-time assistant principal than either the 6-2-4 or 5-3-4 schools. The majority of the principals report that they at least have one full-time employee in the following categories: (1) librarian, (2) clerk, and (3) counselor. However, few principals have one or more full-time nurses. The large 6-3-3 schools are much more likely to have a full complement of non-teaching staff than the 6-2-4 or 5-3-4 schools. Also, the pattern of responses consistently indicates (Table 25B) that the principals who tend to derive little satisfaction from their jobs are more likely to have fewer supporting personnel on their staff. It would appear that a predominant factor underlying the discontent of principals is lack of physical and staff facilities to do their job as they would like to see it done. Also it might be pointed out here that there is a rather obvious recurring relationship between school size and the availability of selected facilities. An even more careful analysis of the statistics suggests that the relative density of the population in various geographical areas may well be one of the more important factors underlying the school organizational structure and thus possibly a basic source of many of the relationships we have found between grade structure and other educational issues.

Educational Issues as Seen by Principals

In recent years considerable attention has been given to defining the educational goals of American education and the relative emphasis that should be given each.

In order to survey the opinions of junior high school principals concerning the relative importance of various suggested educational "goals" each principal was asked to rank nine statements according to his beliefs about the relative importance of each. A rank of 1 was assigned to the most important goal, a rank of 2 to the next most important, etc. The results are presented in Tables 29, 30, and 26B.

TABLE 29

Much has been said and written recently about the tasks of American schools. Please rank the 9 goals ("tasks") below according to your beliefs about their relative importance as educational objectives. Assign a rank of 1 to the goal you consider most important, a rank of 2 to the goal you consider the second most important, etc., until you assign a rank of 9 to the goal you consider least important.

Response Alternative	Total	Rank								
		1	2	3	4	5	6	7	8	9
1. Acquisition of basic skills (e.g., reading, writing, computing)	54	17	10	7	5	3	2	1	0	1
2. Acquisition of basic knowledge	13	31	15	11	9	8	5	5	2	1
3. Understanding of values inherent in the American way of life	11	13	18	16	16	12	8	3	1	1
4. Adaptability to a changing world	6	5	8	12	11	14	17	18	7	1
5. Physical fitness	4	4	9	11	13	14	16	16	10	1
6. Development of the skills and practice of critical intellectual inquiry	11	13	13	11	11	13	12	10	4	1
7. Development of sound moral and spiritual values	15	12	13	14	12	10	11	8	4	1
8. Development of positive self-concepts and a facility for good human relations	10	9	10	11	13	13	13	16	3	1
9. Training in technical skills to run the country and/or development of appropriate talents	1	2	3	2	4	3	7	13	61	1

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The entries in Table 29 are the per cent of the group of principals who assigned each rank to each goal. For example, 54 per cent of the total sample rank the acquisition of basic skills as the most important educational goal, while only one per cent consider training in the technical skills to run the country as the most important. As indicated in Table 30 the most important goal is

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TABLE 30

Much has been said and written recently about the tasks of American schools. Please rank the 9 goals ("tasks") below according to your beliefs about their relative importance as educational objectives. Assign a rank of 1 to the goal you consider most important, a rank of 2 to the goal you consider the second most important, etc., until you assign a rank of 9 to the goal you consider least important.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
1. Acquisition of basic skills (e.g., reading, writing, computing)	81	80	86	81	89	80	79	83	82	76
2. Acquisition of basic knowledge	59	58	62	59	59	57	61	64	59	54
3. Understanding of values inherent in the American way of life	42	43	40	43	40	34	40	42	43	42
4. Adaptability to a changing world	19	19	21	20	17	21	20	21	20	21
5. Physical fitness	17	17	19	17	16	16	21	21	16	13
6. Development of the skills and practice of critical intellectual inquiry	37	38	31	38	37	39	36	30	38	45
7. Development of sound moral and spiritual values	40	40	40	40	40	34	41	46	38	37
8. Development of positive self-concepts and a facility for good human relations	29	31	22	30	28	31	27	28	29	32
9. Training in technical skills to run the country and/or development of appropriate talents	6	6	7	6	5	5	8	8	7	4

Entries in table indicate the cumulative percent of principals giving a rank of 1, 2, or 3 to the goal

acquisition of basic skills which was ranked 1, 2, or 3 by 81 per cent of the principals. Other goals in order of importance were: (1) acquisition of basic knowledge, (2) understanding of the values inherent in the American way of life, (3) development of sound moral and spiritual values, (4) development of the skills and practice of critical intellectual inquiry, (5) development of positive self-concepts and facility for good human relations, (6) adaptability to a changing world, and (7) physical fitness. The ordering of the above goals appeared to be relatively stable across all subgroupings.

Data concerning principals' opinions on some frequently discussed educational issues, some of which may have implications for the broader questions of educational purpose are presented in Tables 31 and 31B.

All the entries in Tables 31 and 31B represent the per cent of principals who responded "yes" to the question. When asked if they believed that today's schools require too little academic work, only 13 per cent responded in the affirmative. However about one-fifth of those principals from 5-3-4, "other," and rural schools agree that too little academic work is required. The vast majority agree with the Supreme Court's decision concerning racial segregation with the exception of those principals from the Southeast. However, less than half of the principals concur with the recent Supreme Court's decision concerning compulsory prayer and Bible reading in the public schools. This percentage remained relatively stable over all subgroupings. When asked if they believed that it is the

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil* Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Some critics say today's schools require too little academic work of students	13	10	21	11	13	20	21	19	12	9
Do you agree with the Supreme Court decision concerning racial segregation in the public schools?	79	81	72	81	74	76	74	69	80	87
Do you agree with the Supreme Court decisions concerning compulsory prayer and Bible reading in the public schools?	52	47	68	46	61	60	59	60	45	55
Do you believe it is the responsibility of the public schools to provide special education classes for the physically handicapped?	85	86	74	86	79	73	81	81	86	88
James B. Conant in his recommendations for Education in the Junior High School Years suggests that graduation with diploma and cap and gown have no place at the junior high school level. What is your reaction to this statement?	95	96	91	97	94	95	93	94	93	95
Dr. Conant in The Education of American Teachers objects to the certification of teachers by examination. What is your opinion on this subject?	59	60	55	58	62	53	60	54	62	61

All entries in the table represent the percent of principals who responded "yes" to the questions.

TABLE 31

Principals' opinions on selected educational and civil issues.

responsibility of the public schools to provide special education for the handicapped, 85 per cent responded in the affirmative. However, principals of 6-2-4 and 5-3-4 schools were somewhat less likely to support special education for the physically handicapped than their 6-3-3 counterparts. The vast majority of principals, regardless of subgrouping, reject the practice of graduation ceremonies with diplomas and cap and gown at the junior high school level. When asked if they objected to the certification of teachers by examination, almost 60 per cent responded in the affirmative.

Tables 32 and 32B yield information on the principals' opinions concerning the practice of bussing students to schools from outside districts in an effort to

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Strongly agree	3	3	3	3	3	1	6	4	3	2
Agree for the most part	8	8	8	8	9	7	7	7	8	10
Uncertain	11	10	16	10	14	9	13	12	11	13
Disagree for the most part	29	29	32	29	32	28	29	24	29	34
Strongly disagree	47	49	40	49	41	55	44	53	49	40
No response	1	1	1	1	1	1	1	0	0	1

TABLE 32

What is your opinion concerning the practice of "bussing" students to schools from outside districts in an effort to facilitate integration?

facilitate integration. Regardless of the various subgroupings the vast majority of the principals expressed disagreement with this practice. Apparently regardless of the principals' feelings concerning integration in general, the preservation of the neighborhood school is a strong consideration.

Tables 33 and 33B present information concerning the principals' feelings about whether the pupil turnover in the two-year junior high school poses a

TABLE 33

As a junior high principal, do you feel that the pupil turnover present in two-year junior high schools poses a serious problem for students and/or teachers?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, very definitely	20	22	10	22	15	13	15	13	19	29
Yes, to a certain extent	32	33	32	33	27	27	35	34	32	34
Uncertain	17	17	16	19	6	16	15	16	17	15
No, not for the most part	26	23	36	22	38	38	29	30	27	19
Very definitely not	5	5	5	3	10	5	5	6	4	3
No response	0	0	1	0	1	1	1	0	0	0

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serious problem. Approximately one-half of the principals report that they consider it somewhat of a problem. Principals from 6-3-3 schools, large enrollment schools, tend to think of it as a more serious problem than do the two-year junior high school principals.

The principals were asked what they thought would be the ideal grade organization of junior high schools. Tables 34 and 34B indicate that the majority of the principals feel that having grades 7-9 is the most desirable. The next most

TABLE 34

What do you feel would be the ideal grade organization for a junior high school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
7-9	65	65	65	71	52	50	61	59	66	66
7-8	13	12	18	9	27	22	15	22	12	9
6-8	18	19	15	17	18	25	14	16	18	22
7-10	1	1	0	1	1	0	3	1	1	1
6-9	1	1	1	1	1	1	3	0	1	1
8-8	1	0	1	0	1	0	1	1	1	0
Other	1	1	1	1	1	1	3	0	1	1
No response	0	0	0	0	0	1	0	0	0	0

desirable grade structure is 6-8 closely followed by 7-8 grade structure. Principals from the Northeast were more likely to prefer the 6-8 grade structure than those principals from the Southeast or West. Slightly over 50 per cent of the

principals who were from schools with a 7-8 grade structure expressed their preference for 7-9 grade structure. Obviously there is a certain amount of dissatisfaction among 7-8 principals about their present school organization.

Tables 35 and 35B present information on whether or not elementary and secondary teachers should have a five-year degree program which would include more liberal arts courses. Slightly over 70 per cent of the principals are in agree-

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Strongly agree	24	24	21	24	21	24	24	22	23	28
Agree for the most part	48	48	46	49	46	33	48	42	48	49
Undecided	13	13	15	13	13	20	12	17	13	7
Disagree for the most part	12	12	13	12	15	16	13	14	12	13
Strongly disagree	3	3	4	3	4	3	3	3	3	2
No response	0	0	0	0	0	1	0	1	0	0

TABLE 35

Noted educators have recently proposed a five-year degree program for both elementary and secondary teachers which would include more liberal arts courses. What is your reaction to such a change?

ment with such a change, while only 15 per cent expressed dissatisfaction with the idea. There was little if any variation in the response patterns across subgroups.

The principals were asked if they agreed with Dr. Conant's criticism of granting salary increases to teachers on the basis of their completion of late afternoon and evening extension courses during the school week. Tables 36 and 36B indicate that slightly over half of the principals disagree with Dr. Conant's criticism, while only about 34 per cent expressed agreement with his view. Approximately 14 per cent were undecided.

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Strongly agree	9	9	9	9	9	8	10	11	9	8
Agree for the most part	25	25	24	25	26	24	25	27	24	27
Undecided	14	13	16	14	13	13	13	16	14	10
Disagree for the most part	38	39	35	39	39	34	38	32	40	40
Strongly disagree	13	12	14	13	11	19	13	13	12	15
No response	1	1	2	1	2	2	1	1	1	0

TABLE 36

Dr. Conant in his recent book, The Education of American Teachers, strongly criticizes the granting of salary increases to teachers on the basis of their completion of late afternoon and evening extension courses during the school week. What is your reaction to his criticism?

Tables 37 and 37B present information reflecting the views of principals as to whether public schools should or should not make important curriculum changes without first obtaining community support. Approximately 50 per cent

TABLE 37

Some have said that the public schools should in principle not make important curriculum changes without first securing community support. What is your opinion on this matter?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Agree	49	51	43	52	40	49	47	50	49	51
Disagree	50	49	56	48	59	51	53	50	51	49
No response	0	0	1	0	1	0	0	0	0	0

of the principals feel that they should not make important changes without gaining community support. However, the data indicate that the principals of larger schools are less likely to feel that they must obtain community backing for their changes.

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The percentages in Tables 38 and 38B indicate the relative approval or disapproval of the organization for instruction in "the school of the future" as described by Lloyd Trump in *Focus On Change: Guide to Better Schools.* Almost one-half of the principals responding approved while less than 10 per cent expressed disapproval. About one-fourth were unfamiliar with Dr. Trump's proposals.

TABLE 38

What is your general reaction to the "organization for instruction" in "the school of the future" as described by Lloyd Trump in Guide to Better Schools: Focus on Change (Commission of the Experimental Study of the Utilization of the Staff in the Secondary School)?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Generally approve	46	50	27	48	39	34	38	34	47	54
Generally disapprove	8	9	7	10	6	6	6	7	9	10
No opinion	15	14	18	13	17	14	14	19	12	11
Not familiar with these proposals	24	20	42	20	32	38	34	35	24	17
Other answer	6	6	4	5	6	4	7	5	5	8
No response	0	1	1	1	0	3	1	1	1	0

It has been suggested that the elementary schools are assuming the exploratory function of the junior high school. Tables 39 and 39B indicate that only 18 per cent agree that the junior high schools are relinquishing their role as innovators.

TABLE 39

In general, what is your reaction to the statement that the elementary schools are assuming the exploratory function of the junior high school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Strongly agree	2	2	2	2	1	5	3	3	3	2
Agree	16	16	16	16	14	14	20	16	18	17
Uncertain	32	31	39	31	34	35	35	38	31	30
Disagree	45	47	39	46	47	39	40	39	47	46
Strongly disagree	4	4	3	4	3	5	3	4	4	5
No response	0	0	1	0	1	1	0	0	0	0

Slightly less than 50 per cent feel that the junior high is still serving as an innovator while a large proportion (32%) were undecided.

Tables 40 and 40B present information on interscholastic athletics. The data indicate that the majority of junior high schools do have some kind of inter-

TABLE 40

Do you have some interscholastic athletics?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	86	85	91	87	83	79	83	85	87	84
No	14	15	9	13	16	20	16	14	13	16
No response	0	0	0	0	0	1	0	0	0	0

scholastic athletics. There is, however, a tendency for the larger junior high schools to be somewhat less likely to have interscholastic athletics than the remainder of the sample.

Table 41 is concerned with the appropriate role of selected sports in the junior high school program. The data indicate that the majority of principals feel

TABLE 41

Questions in this table list various types of sports. Using the alternatives provided, indicate the appropriate role of the sport in the junior high school program?

Response Alternative	11-Man Football	Base-ball	Soft-ball	Basket-ball	Track	Swimming	6-Man Football
Inter-school competition in this sport should be restricted to grades 9 and above	39	26	11	16	16	18	24
Inter-school competition in this sport should be restricted to grades 8 and above	20	17	11	21	15	9	15
Inter-school competition in this sport is appropriate at all junior high levels	16	36	59	55	59	53	23
Inter-school competition in this sport is inappropriate for all junior high levels	25	21	19	8	9	20	37
No response	0	0	0	0	0	0	1

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that inter-school competition in softball, basketball, track, and swimming is appropriate at all junior high levels. Thirty-nine per cent of the principals responding felt that 11-man football was appropriate only for grades 9 and above, while about one-fourth of the principals felt that 11-man football is inappropriate at all levels. Thirty-seven per cent felt that six-man football was also inappropriate at all junior high levels. Thirty-six per cent felt that baseball was an appropriate inter-school sport for all junior high levels, while approximately 17 per cent felt that it should be restricted to grades 8 and above.

In view of the controversy over the benefits to be derived from interscholastic competition in sports, the principals were asked if they felt that a well-conducted after-school recreation program would prove valuable at the junior high school level. Tables 42 and 42B show that only one-fourth of the principals feel that an intramural program would be a desirable replacement for interscholastic athletics, however, another thirty per cent feel that it would be beneficial and would lead to a desirable reduction in present inter-school athletics. It would appear

TABLE 42

Assuming that both equipment and personnel are available, do you feel that a well conducted after school recreation and intramural program would prove valuable at the junior high school level?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, it would be a very desirable replacement for present inter-school athletic programs	26	26	26	26	25	20	30	24	26	27
Yes, but only as a supplement to a strong inter-school athletic program	32	33	30	34	31	28	29	34	32	32
Yes, such a program would be beneficial and would lead to a desirable reduction in present inter-school athletics	30	30	28	30	29	30	25	26	31	29
No	7	6	10	6	9	11	8	11	5	6
Undecided	5	4	6	4	5	10	7	5	5	5
No response	1	1	0	1	0	1	1	0	1	1

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that the majority of the principals are in favor of inter-school athletics, but would like to restrict them to certain sports.

Tables 43 and 43B present information about the principals' views concerning what proportion of a junior high school teacher's course work should be concerned with methodology.

TABLE 43

In your opinion, what proportion of the junior high school teachers' course work preparation should be concerned with methodology?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
10% methodology and 90% content	9	8	11	9	10	8	9	12	8	8
20% " 80% "	29	29	26	29	29	26	30	27	28	31
30% " 70% "	31	32	29	31	31	40	29	29	33	30
40% " 60% "	14	13	16	14	13	13	16	16	14	13
50% " 50% "	11	11	11	11	11	9	9	11	11	12
60% " 40% "	3	3	3	3	3	1	4	2	3	4
70% " 30% "	2	2	2	2	2	1	1	1	2	2
80% " 20% "	0	0	1	0	1	1	0	1	0	0
90% " 10% "	0	0	0	0	1	1	0	1	0	0
No response	1	1	1	1	0	0	1	0	0	0

Approximately 60 per cent of the principals responding believe that a junior high school teacher's course work should consist of 20-30 per cent methodology with the remainder being content. There was very little variation between groups in the response pattern.

The principals were asked about their attitudes toward federal aid to secondary schools. The entries in Tables 44 and 44B indicate that slightly over one-half of the junior high school principals favor federal aid to public schools only. About one-fourth of the respondents favor federal aid to both public and private schools while 11 per cent are against federal aid to either public or private schools.

TABLE 44

Which of the following statements best describes your feelings toward federal aid to secondary schools?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
I favor federal aid to public schools only	53	56	46	56	46	53	48	49	54	57
I favor federal aid to private schools only	0	0	0	0	1	0	0	1	0	0
I favor federal aid to both public and private schools	24	23	24	23	26	15	27	26	22	24
I am against federal aid to either public or private schools	11	10	13	10	11	13	10	10	12	8
I am undecided about this problem	12	10	16	10	15	19	13	13	11	9
No response	0	0	1	0	0	0	1	0	0	1

Opinions of the principals on the relative value of various courses in the preparation of junior high school teachers are presented in Tables 45 and 45B. All entries in the tables refer to the per cent of principals selecting alternative "1" (absolutely essential).

TABLE 45

Generally the professional education of junior high school teachers should include "special courses geared to the junior high school." Listed below are seven study areas of relevant concern for junior high teachers.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
The adolescent with emphasis on emotional development	64	66	54	66	58	55	61	54	65	70
The history, purposes and functions of the junior high school	11	12	7	12	8	11	10	9	10	14
Guidance in the junior high school	27	29	22	30	23	23	22	30	27	26
Teaching junior high school subjects	37	37	39	37	36	40	36	38	36	39
Teaching of reading	35	34	39	35	35	39	33	38	35	33
Practice teaching at junior high school level	43	46	33	46	40	37	31	31	44	50
Junior high school curriculum	16	16	17	17	17	17	15	17	17	17

All entries in the table refer to the percent of principals selecting alternative "1" (absolutely essential).

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Only courses dealing with the adolescent with emphasis on physical and emotional development were considered by the majority of the respondents to be absolutely essential. Practice teaching at the junior high school level was described by 43 per cent of the principals as being absolutely essential, while courses dealing with the teaching of junior high school subjects, teaching of reading, and guidance in the junior high schools were selected as being absolutely essential by approximately one-third of the respondents. Only eleven per cent selected courses dealing with the history, purposes, and functions of the junior high school, while 16 per cent described courses dealing with junior high school curriculum as being absolutely essential. It would appear that the principals emphasize those courses which are related to the original functions ascribed to the junior high school, i.e., the recognition and adaption to the widely varying needs and interests which characterize early adolescents.

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The principals were asked to select from a list of subjects judged to be of potential value to a beginning junior high school principal. The list of subjects either is or could be taught in schools of education. All entries in Tables 46 and 46B reflect the per cent of principals selecting the listed course as absolutely essential. The data indicate that courses dealing with the psychology of early adolescence are almost as important for new administrators as previously found for teachers. Slightly less than one-half of the respondents picked courses dealing with psychology of early adolescence while the next most important courses for

TABLE 46

Below are listed six courses or subjects of potential value to a beginning junior high school principal. These subjects either are or could be taught in schools of education. Using the alternatives provided, indicate your belief about the importance of each to the beginning principal.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Junior high school organization	30	40	33	40	36	35	33	33	36	39
Curriculum development in the junior high school	44	46	40	46	43	37	40	42	45	47
Planning, scheduling, and extra-curricular activities in junior high school	33	34	29	33	30	37	33	35	32	34
Counseling, guidance theory and practice in the junior high school	27	28	24	28	22	24	26	27	27	31
School business management in the junior high school	9	9	8	9	7	10	10	11	7	9
Psychology of early adolescence	46	48	38	47	44	49	38	36	48	53

All entries in the table reflect the percent of principals selecting the listed course as absolutely essential

administrators were (in order of importance): curriculum development in the junior high school; planning, scheduling, and extra-curricular activities in the junior high school; junior high school organization; and counseling, guidance theory, and guidance practice in the junior high school. Only 9 per cent of the respondents considered courses dealing with school business management as being absolutely essential.

It is rather noteworthy that those principals who describe themselves as deriving little or no satisfaction from their positions are less likely to consider courses having to do with counseling and guidance, or the psychology of early adolescence as being absolutely essential than do the remainder of the principals. It is quite possible that due to lack of facilities as well as staff, they have little time for duties other than teaching and administrative tasks.

The fact that many junior high school teachers gravitate to either elementary or senior high positions has been of some concern to junior high administrators. The junior high school principals were furnished with a list of suggested causes for the possible turnover problems and were instructed to rate them according to their importance. The entries in Tables 47 and 47B reflect their opinions. The one suggested cause for turnover that stands out is "lack of subject matter interest." Approximately 17 per cent feel that lack of status or recognition

TABLE 47

Questions in these tables are concerned with why many junior high school teachers gravitate to either elementary or senior high positions. Using the alternatives provided, indicate the relative importance of the following suggested causes for this turnover problem.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Lack of status and/or recognition in the junior high school	17	18	17	18	17	21	15	18	17	20
More money at other levels	8	7	13	6	12	11	15	12	7	8
Better facilities at other levels	12	9	21	9	19	17	18	15	11	11
Subject matter interest	36	37	31	38	26	29	37	32	34	43
Student teacher ratio at other levels	12	12	14	12	13	15	14	17	12	10
Lack of teaching preparation periods at the junior high levels	12	11	16	11	13	19	15	16	12	9

The entries in the table reflect the percent of respondents who describe the listed cause as being an important factor in turnover.

in the junior high school is also an important contributing factor in turnover. The remaining reasons were on the whole considered relatively unimportant as causes for turnover.

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Educational Innovations

The junior high school has long been considered a leader in (1) instructional techniques, e.g., team teaching and (2) the earlier introduction of curricular content. Data on the reactions of junior high school principals to these innovations as well as the frequency of their application are presented in the following tables.

Tables 48 and 48B list some of the changes taking place in junior high school curricula. The entries in the tables refer to the per cent of the respondents who consider the listed innovation a "very important change." The data suggest that the increased emphasis on reading stands out as the most important change. Next in order of importance are: (1) increased emphasis on the "new" mathematics, (2) ability grouping according to subject matter, (3) increased use of audiovisual equipment, (4) increased emphasis on science programs, (5) earlier introduction of certain curricular content, and (6) tendency toward departmentalization. The remainder of the changes were considered of major importance by one-quarter or fewer of the respondents. A somewhat more detailed look at these data suggests that what may be considered an important innovation at the lower grades has become routine at the upper levels. For example, principals from 5-3-4 schools are much more likely to consider tendency toward departmentalization as well as earlier introduction of certain curricular content as "very important changes" than either of their counterparts from the 6-3-3 or 6-2-4 schools.

TABLE 48

Questions in these tables are concerned with some of the changes taking place in junior high school curricula. Based on your experience as a junior high school principal, indicate the relative importance of the proposed changes by selecting the appropriate alternative.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Trend towards a non-graded system	24	24	23	25	20	23	21	22	23	25
Increased emphasis on reading	71	71	69	71	72	72	67	75	68	71
Increased emphasis on foreign language	21	22	15	23	17	15	18	20	19	28
Increased emphasis on "new" mathematics	44	46	38	43	46	44	44	47	43	44
Increased emphasis on science programs	36	37	34	36	38	31	35	41	34	37
Greater selection of elective courses	22	22	22	23	18	20	18	22	22	21
Increased home study requirements	13	13	14	13	12	13	15	15	11	11
Ability grouping according to subject matter	38	38	35	37	40	45	36	42	36	37
Increased use of audiovisual equipment	37	38	35	38	37	32	36	39	36	40
Tendency towards departmentalization	27	24	27	22	28	41	27	27	22	27
Earlier introduction of certain curricular content	28	29	26	28	28	37	31	29	27	33

The entries in the table refer to the percent of the respondents who consider the listed innovation a "very important change."

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The next two tables are concerned with departmentalization. Tables 49 and 49B indicate that slightly over one-half of the respondents report that they

TABLE 49

Listed below are statements describing relative degrees of student departmentalization. Select the one statement that best describes your present system of departmentalization.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Complete subject departmentalization with no block time	51	50	55	48	66	43	51	52	49	55
Complete subject departmentalization for grades 8-9, and partial subject departmentalization for grade 7	13	14	9	17	4	5	6	11	14	12
Complete subject departmentalization for only grade 9. Block time and partial departmentalization for grades 7 and 8	15	17	8	19	7	3	11	12	17	15
Block time and partial departmentalization at all grade levels	12	11	15	10	17	20	15	14	12	10
Departmentalization is minimal at grade 7 and gradually increases in grades 8 and 9. There is some block time at all levels	4	4	5	4	2	6	6	5	4	4
No departmentalization	1	1	2	1	1	1	4	2	1	0
Other	3	3	4	2	4	22	7	3	3	4
No response	0	0	0	0	0	0	0	0	0	0

TABLE 50

This question pertains to which system of departmentalization you prefer. Choose only one answer.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Complete subject departmentalization with no block time	34	33	37	31	41	42	33	35	31	37
Complete subject departmentalization for grades 8-9, and partial subject departmentalization for grade 7	17	18	14	20	12	11	13	12	20	18
Complete subject departmentalization for only grade 9. Block time and partial departmentalization for grades 7 and 8	19	21	15	22	12	13	18	18	20	17
Block time and partial departmentalization at all grade levels	14	14	17	13	19	17	16	18	13	14
Departmentalization should be minimal at grade 7 and gradually increase in grades 8 and 9. There should be some block time at all levels	12	11	14	12	13	9	15	14	12	10
No departmentalization	0	0	1	0	1	0	0	1	0	0
Other	3	3	2	2	3	8	5	2	3	3
No response	0	0	0	0	0	0	0	0	0	0

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presently have complete subject departmentalization with no block time. The next largest group (15 per cent) reported complete subject departmentalization for only grade 9, with block time and partial departmentalization for grades 7 and 8. The majority of the remaining respondents were divided equally between those having (1) complete subject departmentalization for grades 8 and 9, and partial subject departmentalization for grade 7, and (2) block time and partial departmentalization at all grade levels. Principals from small schools, schools in the Northeast and/or 6-2-4 schools, are much more likely to have complete subject departmentalization with no block time than the remainder of the sample.

When the principals were asked which type of departmentalization they preferred, only 34 per cent chose complete subject departmentalization with no block time. The data suggest that the majority of the principals who prefer some practices other than those present (approximately 17 per cent) have complete subject departmentalization with no block time but would prefer block time and partial departmentalization at all levels. Evidently extensive departmentalization is a generally accepted practice, yet there is a growing appreciation for the need for some block time at all levels.

The next two tables present information on ability grouping. Tables 51 and 51B are concerned with the schools' present policy toward "ability" grouping of pupils for instruction, while Tables 52 and 52B represent responses relative to what the principals feel would be the ideal "ability" grouping policy. Slightly over one-half of the respondents report that their present policy is to group at all grade levels but in only certain subject areas. The majority (30 per cent)

TABLE 51

Which of the following statements best describes your school's operating policy toward "ability" grouping of pupils for instruction?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Grouping is carried out in all grade levels and in all subject areas	15	15	16	15	19	11	15	13	17	14
Grouping is carried out in all grade levels, but is restricted to certain subject areas	53	58	31	59	40	37	40	42	51	67
Grouping is carried out in only certain grade levels, but the grouping is done in all subject areas at these levels	5	4	7	4	6	12	4	6	5	2
Grouping is carried out only in certain grade levels and is restricted to certain subject areas at these levels	15	14	20	14	17	16	20	18	16	11
We do not have "ability" grouping	9	6	21	6	13	22	18	16	8	4
Other	3	2	4	3	4	2	2	4	3	2
No response	0	0	1	0	1	1	0	0	0	0

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of the remainder were split equally between (1) a preference of grouping at all grade levels and all subject areas and (2) grouping only at certain grade levels and in certain subject areas. There was little or no change in the response pattern when the principals were asked about what system of grouping they preferred. The grouping policies on the whole were relatively stable across the various subgroups with the exception of principals from 5-3-4 schools or schools characterized by low per-pupil expenditure. As might be expected they had rather restricted grouping policies due to either lack of desirability or possibly the inability to assign students to groups at the earlier grade levels. The low per-pupil expenditure schools may lack funds necessary to support the testing and placement of the pupils.

TABLE 52

Based on your experience, what do you feel would be the ideal "ability" grouping policy for a junior high school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
There should be no "ability" grouping	7	6	9	6	7	9	10	9	6	5
"Ability" grouping should be carried out in all grade levels and in all subject areas	19	18	25	18	20	25	23	25	18	17
"Ability" grouping should be carried out in all grade levels, but should be restricted to certain subject areas	52	56	38	59	47	43	41	44	52	59
"Ability" grouping should be carried out in only certain grade levels, but the grouping should be done in all subject areas at these levels	3	2	5	2	5	2	3	5	3	1
"Ability" grouping should be carried out in only certain grade levels and should be restricted to certain subject areas at these levels	14	13	18	13	15	19	17	13	17	13
Other	4	4	4	4	5	1	5	5	4	4
No response	1	1	1	1	1	1	1	1	1	0

Tables 53 and 53B present information relative to various suggested criteria for grouping. The vast majority of the respondents report that they use at least two or more of the suggested criteria for grouping. This finding appears to be quite stable over all subgroupings.

TABLE 53

In the school of which you are principal, what criteria are being used for "ability" grouping?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Grades	1	1	3	1	2	0	1	1	1	1
I.Q. scores	0	0	0	1	0	0	0	1	0	0
Teachers' judgments	2	1	4	2	2	1	2	2	2	1
Standardized achievement tests	2	2	4	2	3	3	2	3	2	1
Some combination of two or more of the above	84	89	67	88	77	70	75	74	86	91
Other	1	1	0	1	1	1	1	0	1	0
We don't have ability grouping	9	6	22	6	14	24	19	16	8	5
No response	0	0	0	0	0	1	0	0	0	0

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Many persons have questioned whether modern foreign languages contribute to the ultimate goals of a good educational program in the junior high school. Tables 54 and 54B indicate that slightly over one-half of the principals feel that a foreign language program should be part of the elective program for all grades, while approximately one-fifth feel that it should only be offered in grades 8-9 and then as an elective. Only 15 per cent feel that it should be part of the required curriculum at any junior high grade.

TABLE 54

Many educators have questioned the role of modern foreign languages in contributing to the ultimate goals of a good educational program in the junior high school. What are your feelings concerning the election of a foreign language program at the junior high level?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
It should be part of the required curriculum for grades 7-9	10	10	9	10	10	4	10	9	9	12
It should be part of the required curriculum for grades 8-9, and possibly an elective in grade 7	5	5	8	5	6	12	7	9	5	4
It should be part of the elective program for all grades	52	53	46	53	47	55	48	44	52	58
It should only be offered in grades 8-9 and then as an elective	22	22	23	22	22	19	23	28	22	17
Other	10	9	12	10	13	6	11	8	10	9
No response	1	1	2	1	1	3	1	1	1	0

Tables 55 and 55B present information concerning the absence or presence of "new" math programs as well as their desirability. The majority of the principals report that their schools have one of the "new" math programs and that they are pleased with it. Only 7 per cent report that they have a "new" math program but do not like it.

TABLE 55

Does your junior high school have one of the "new" modern math programs?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, but we don't like it	7	7	8	7	7	10	7	8	7	6
Yes, and we like it	76	81	59	79	70	75	64	68	77	84
No, but we would like to have one	13	9	27	11	18	11	24	20	12	6
No, and we have no desire to start one	3	3	5	2	5	3	4	4	3	3
No response	1	0	1	0	1	1	1	0	1	0

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Considerable controversy has been generated over the possible contributions of team teaching in the junior high school. The principals were asked to evaluate suggested contributions of team teaching as to their overall importance. Tables 56 and 56B present the results. All entries in Tables 56 and 56B reflect the per cent of respondents who feel that the listed alternative is of "major importance." The largest group of principals (62 per cent) believe that an important contribution of team teaching is that it allows the student to capitalize on the teacher's specific abilities and backgrounds. Next in order of frequency of selection was: (1) it leads to increased flexibility in scheduling and for taking care of individual differences, (2) pupils obtain more than one point of view from multiple teacher assignments, (3) it facilitates independent study, and (4) it promotes subject matter integration. Less than one-fifth of the respondents consider the use of team teaching as a time saving plan to be an important contribution of team teaching. The above results suggest that team teaching not only may benefit the pupil but also may add to administrative efficiency through increased flexibility of scheduling.

TABLE 56

Listed below are six statements describing possible contributions of team teaching in the junior high school. Using the alternatives provided, indicate the relative importance of each contribution to the overall goals of the junior high school education.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
It is a time saving plan for teachers allowing more time for teacher preparation	18	17	21	17	18	19	19	21	17	14
Pupils obtain more than one point of view from multiple-teacher assignments	30	30	32	32	27	32	28	31	31	28
Leads to increased flexibility in scheduling and for taking care of individual differences	41	41	41	41	43	40	41	41	40	44
It promotes subject matter integration	25	25	26	25	24	28	26	25	24	25
It allows the student to capitalize on the teachers' specific abilities and backgrounds	62	63	59	63	60	59	58	54	63	66
Facilitates independent study	27	28	21	26	28	23	29	26	26	29

The entries in the table reflect the percent of respondents who feel that the listed alternative is of "major importance."

Tables 57 and 57B are concerned with both the presence and desirability of various general activities which may be available in a junior high school. The

entries in the tables refer to the per cent of principals who feel that the activity in question is both "present and desirable." The majority of the junior high school principals indicate that they have service clubs and feel that they are desirable. However, principals from 6-2-4 and 5-3-4 schools are less likely to report having service clubs than are their associates from 6-3-3 schools. Interest and subject centered clubs appear to be much more popular in the 7-9 schools than in 7-8 or 6-8 schools, while clubs connected with athletic activities (cheerleaders, pep clubs, etc.) are present and believed desirable in all types of junior high schools. Social clubs are reported to be absent and undesirable by the majority regardless of type of junior high school.

TABLE 57

List general activities which may be available in your junior high school. Using the alternatives provided, indicate the presence or absence as well as the relative desirability of the activity at your school.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Service clubs	61	67	39	68	44	44	46	51	61	75
Scholarship or honor societies	47	50	35	53	38	25	39	50	45	49
Interest clubs	63	70	37	70	47	47	52	51	63	77
Subject centered clubs (Science club, Spanish club)	63	69	37	71	45	42	46	54	66	73
Athletically connected clubs (cheerleaders, pep clubs, etc.)	69	69	73	73	63	63	61	72	70	68
Strictly social clubs	4	4	4	4	4	2	4	5	3	4

The entries in the table refer to the percent of the principals who feel that the activity in question is both "present and desirable."

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Professional Issues

The tables which immediately follow are primarily concerned with issues related to the professional development of the principal.

A much discussed topic is the relative value of formal recognition or evaluation of the junior high school, as well as who should undertake it. Tables 58 and 58B present information concerning the principals' feelings on this matter. The largest group of principals is in favor of formal recognition or evaluation

TABLE 58

Considerable controversy has been generated over both the relative value of formal recognition or evaluation as well as who should do it. What is your reaction to the movement towards formal recognition or evaluation of the total school as a means of facilitating improvement in the junior high school?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
In favor of formal recognition or evaluation at the regional level	22	24	17	23	20	22	22	25	24	19
In favor of formal recognition or evaluation at the state level	36	35	41	35	39	44	35	36	36	33
In favor of formal recognition or evaluation at the local level	29	28	30	29	29	28	27	29	27	32
Formal recognition or evaluation, regardless of who does it, will not lead to any significant improvement	12	12	10	12	11	4	14	9	12	15
No response	0	1	1	1	1	2	1	1	1	1

at the state level. The next largest group favors formal recognition at the local level, while a somewhat smaller group is in favor of regional evaluation. Twelve per cent hold negative views concerning recognition or evaluation regardless of who does it It is, however, interesting to note that principals from the Southeast are much more likely to prefer regional recognition and evaluation than their associates. This might be expected since there has been a movement towards regional accreditation in the Southeast for some time.

Tables 59 and 59B yield information on the relative satisfaction of the principals with how the State Association of Secondary School Principals fulfills their particular needs. Approximately one-half of the respondents are basically

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TABLE 59

Do you feel that the goals and needs associated with junior high principalships are fairly represented in the policies of the State Association of Secondary School Principals?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, very definitely	17	18	14	19	12	11	15	18	16	19
Yes, but our particular problems deserve somewhat more attention than they are presently receiving	50	50	48	51	47	50	44	48	50	48
No, on the whole the junior high principals have little to say concerning the associations' policies	12	13	10	12	13	13	13	11	13	12
No, the State Association of Secondary-School policies are almost entirely dominated by senior high administrators	7	8	7	7	8	10	7	8	7	7
No, our particular problems justify a separate organization in our state	13	9	16	9	16	13	14	11	11	12
No response	3	2	5	2	4	4	6	4	2	2

satisfied, yet they still feel that their particular problems deserve somewhat more attention. About 17 per cent of the principals responding are completely satisfied with their State Association of Secondary School Principals while approximately 30 per cent are dissatisfied on the whole with the State Association's treatment of their particular problems.

When the principals were asked the same question in reference to the National Association of Secondary School Principals, the responses were quite similar. Tables 60 and 60B present the results.

TABLE 60

Do you feel that the goals and needs associated with junior high principalships are fairly represented in the policies of the National Association of Secondary School Principals?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, very definitely	20	21	15	22	13	13	18	20	22	19
Yes, but our particular problems deserve somewhat more attention than they are presently receiving	51	52	46	52	47	49	43	48	52	51
No, on the whole the junior high principals have little to say concerning the associations' policies	9	9	10	8	21	10	10	7	9	10
No, The National Association of Secondary-School Principals' policies are almost entirely dominated by senior high administrators	7	7	8	7	9	9	6	8	8	7
No, our particular problems justify an entirely separate organization	10	9	10	8	10	15	16	12	9	11
No response	3	2	6	2	4	4	6	4	2	2

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Duties and Compensations of the Principalship

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The tables immediately following are primarily concerned with the work of the principal. Tables 61 and 61B present data relative to the length of the principal's work week. The median work week appears to be about 50-54 hours.

TABLE 61

During the school year, on the average, how many hours a week do you work at your job as a principal?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Less than 40 hours	4	1	11	2	6	4	10	6	2	3
40-49 hours	27	27	27	26	31	27	27	29	27	26
50-59 hours	54	56	47	56	52	58	43	50	56	53
60-69 hours	12	12	12	13	9	9	13	12	11	15
70 hours or more	3	3	3	3	2	2	5	3	3	3
No response	0	0	0	0	0	1	0	0	0	0

There is, however, a tendency for some principals of two-year and/or rural junior high schools to work fewer hours than their associates.

Tables 62 and 62B to 92B present information about the amount of time devoted to various activities by principals. The activities which seem to make considerable time demands on the principal are as follows: (1) administrative planning by himself or with subordinates, (2) meeting with groups of teachers on curriculum or instructional matters, (3) working with individual teachers in relation to their teaching proficiency, and (4) meetings with students on disciplinary matters. Approximately 10-14 per cent of the 6-2-4 and 5-3-4 principals spend about one-quarter or more of their time in classroom teaching. It is also of note that those principals who describe themselves as deriving little satisfaction from their positions are much more likely to spend more time teaching than their associates.

TABLE 62

We would like to obtain a picture of some of the kinds of activities in which you are involved during a "typical" school year, as well as an idea of the proportion of your time which goes into each activity. Using the alternatives provided, indicate the approximate percent of your time during a "typical" week going into each of the activities.

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	Percentage of the Principal's Time Devoted to the Listed Activities									
	No Time	1% to 3%	4% to 6%	7% to 9%	10% to 12%	13% to 15%	16% to 18%	19% to 21%	22% to More	No Response
Administrative planning with superiors such as superintendent	8	50	25	7	8	1	0	0	0	1
Administrative planning by yourself or with subordinate administrators	1	11	21	13	26	8	4	5	8	1
Meetings with groups of teachers regarding curriculum and instructional matters	1	27	31	15	13	5	2	2	1	1
Meetings with groups of teachers on matters other than curriculum and instruction	5	44	38	11	0	0	1	0	0	1
Work with individual teachers in relation to their teaching proficiency	4	23	24	14	18	7	3	4	5	1
Supervision of non-certified personnel and grounds maintenance, etc.	9	51	23	8	6	1	1	0	0	1
Meetings with students on disciplinary matters	4	35	30	11	14	6	4	4	4	1
Meetings with students on matters other than discipline	3	42	26	10	10	5	1	1	1	1
Meetings with parents	2	30	29	9	6	2	0	1	0	1
Meetings with laymen, either groups or individuals (not as parents)	18	65	12	2	1	1	0	0	0	1
Classroom teaching (and preparation)	73	10	4	2	2	1	1	1	6	1
Supervision of extra-curricular activities	14	43	23	8	6	2	1	1	1	1
Correspondence	2	30	38	9	7	4	1	1	6	1
Reading professional literature (books, journals, etc.)	2	42	32	11	8	2	1	0	0	1
Participation in professional educational groups (local, state, national)	6	64	21	3	3	0	0	0	0	1
Private thought and reflection about administrative problems	5	36	29	11	11	3	1	1	2	1
Testing activities	41	46	8	2	2	0	0	0	0	1
Other professional activities not listed above	18	34	19	9	11	3	0	3	7	2

Table 63 and 63B present information on the number of courses taught by principals. Although slightly less than 90 per cent of the principals responding report that they do not teach courses, over one-third of the rural principals and somewhat fewer of 5-3-4 and 6-2-4 principals teach one or more classes.

TABLE 63

Do you teach any regularly scheduled classes?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No	88	96	62	94	79	74	75	78	90	96
Yes, one course	5	2	16	3	9	11	9	7	6	2
Yes, two or more	6	2	22	3	12	15	16	15	4	2
No response	0	0	0	0	1	0	0	0	0	0

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The selection of new employees is an important task that often involves the principal. The largest group of principals (60 per cent) report that they do participate in the selection but they do not have the final word. Approximately 20 per cent have the final authority in the selection of new teachers, while another 20 per cent have little or no voice in the selection of staff. It is interesting to note that the 5-3-4 principals and principals from the Northeast and West are less likely to have the final authority in hiring teachers than their associates.

TABLE 64

In your opinion, which of the following statements best describes your function in the selection of new teachers?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
I have final authority in the selection of new teachers	20	21	15	21	17	12	20	18	18	29
I participate in the selection, but I do not have the final "word"	60	60	60	59	65	76	57	60	59	55
I have little or nothing to say about the selection of new teachers	15	14	17	15	14	9	20	15	18	13
I never see my new teachers before the first faculty meeting prior to the opening of school	4	4	6	5	3	2	4	6	5	2
Other	1	1	1	1	0	0	0	1	1	1
No response	0	0	1	0	1	1	0	0	0	0

The data in Tables 65 and 65B bear on a number of on-the-job practices that principals may employ in their leadership role of assisting new teachers in their professional development. The entries in Tables 65 and 65B reflect the percentage of the respondents who indicated that the practice in question is an established policy at their school. Almost all of the listed procedures were frequently mentioned as continuing policies with the exception of a procedure whereby the orientation problem either partially or entirely was handled at the district level. Little interest was shown in having the principal or other qualified personnel arrange for visitations by beginning teachers to classrooms of experienced teachers. Perhaps many principals feel that allowing new teachers

TABLE 65

Listed below are several procedures which may be used by principals or other administrators in assisting beginning teachers in their professional development. Indicate ("Yes" or "No") whether each practice is established policy at your school.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
An experienced teacher is assigned to work with and assist each beginning teacher	63	68	41	68	49	47	53	57	62	72
Department or area chairman are directed to work with and assist beginning teachers	63	69	36	70	44	43	49	53	61	76
Conference between principal and each beginning teacher individually prior to the formal opening of school	93	93	91	93	93	94	91	94	92	92
Principal or other qualified personnel systematically provide reading materials (other than local policy statements) on professional matters	76	76	73	76	76	81	74	80	75	75
Principal or other qualified personnel systematically discuss lesson or course plans with beginning teacher	84	85	80	88	81	84	82	84	83	85
Principal or other qualified person arrange for visitations by beginning teachers to classrooms for experienced teachers	55	59	38	59	45	42	49	52	54	60
We have a pre-school clinic	72	73	68	74	66	67	72	67	73	76
We have developed subject syllabi	70	77	44	77	54	49	60	54	71	85
This problem is either partially or entirely handled at the district level	46	47	43	48	41	38	47	42	46	50

The entries in the table reflect the percent of the respondents who indicated that the practice in question is an established policy at their school

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to visit classrooms of the more experienced teachers is quite likely to add little to their development since they have already passed through this developmental phase as student teachers.

Tables 66 and 66B indicate the percentage of the principal's time which is spent in classroom visitation. The results indicate that there is a large variation in time spent on classroom visitations. Slightly over 70 per cent spend 12 per cent or less of their time in classroom visitations. There also appears to be little difference among the subgroupings. What little difference may exist has to do with a slight tendency for principals from schools characterized by: (1) high per-pupil expenditure, (2) 6-3-3 grade structure, and (3) an urban location, to spend somewhat more time on classroom visitations.

TABLE 66

What percentage of your time is spent in making classroom visitations?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
1% to 3% of my time each week	16	15	22	14	21	17	22	18	17	14
4% to 6% "	23	22	25	22	25	22	21	23	24	18
7% to 9% "	15	15	13	15	15	15	11	12	15	17
10% to 12% "	20	22	15	20	21	23	18	20	21	20
13% to 15% "	10	10	7	11	6	8	7	8	8	15
16% to 18% "	4	4	3	3	3	4	2	4	4	4
19% to 21% "	5	5	4	5	3	4	6	4	4	5
22% or more of my time each week	6	6	6	6	3	5	7	6	5	6
No time devoted to this activity	1	1	5	1	3	2	7	4	1	0
No response	1	0	0	1	0	0	1	0	0	1

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Some Major Problems of the Principalship

In order to explore some of the major sources of difficulties that a principal may encounter in performing his duties, the questionnaires included several items which asked the respondents to indicate whether each had been a "roadblock" in the sense of interfering with the accomplishment of their objectives. Tables 67 and 67B present these findings concerning various roadblocks. All entries in these tables reflect the percentage of principals who consider the given

TABLE 67

Below are listed several factors which could be considered as "roadblocks" preventing principals from doing the job they would like to do. Using the three alternatives below, indicate whether each factor has or has not been a "roadblock" on doing what you would like to have done since you assumed your present principalship. ("Money," a kind of genetic roadblock has been deliberately not included.)

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Teacher tenure	12	12	13	12	11	7	13	13	11	14
Teacher turnover	23	24	21	25	17	16	26	26	25	25
Variations in the ability and dedication of teachers	38	38	39	40	35	46	34	38	39	39
Teachers who resist new methods	18	17	19	17	18	20	21	20	15	18
Lack of district-wide flexibility (each school must conform to single policy)	11	11	12	11	11	8	12	13	11	11
Insufficient space and physical facilities	35	34	40	34	38	37	35	40	36	27
Time taken up by administrative detail (at the expense of more important matters)	32	33	25	33	26	26	32	28	32	35
Defective communication among various district administrative levels	11	11	13	10	13	13	13	12	10	9
Quantity and/or quality of teaching staff	15	14	17	15	13	13	16	17	13	15
Lack of competent office help	13	11	19	11	16	19	14	20	12	8
Lack of flexibility in curriculum	15	14	21	15	17	14	17	19	14	17

The entries in the table reflect the percent of principals who consider the given factor to be a major roadblock

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factor to be a major roadblock.

Variations in the ability and dedication of teachers, insufficient space and physical facilities, time taken up by administrative details, and teacher turnover are the most frequently mentioned "roadblocks." Closer scrutiny of the data revealed that those principals categorized as lacking satisfaction were more likely to consider variations in the ability and dedication of teachers as a major roadblock than their associates.

The tradition of American public school education is one of local control—and thus sensitivity to local influence. Data in Tables 68 and 68B show the extent to which several types of interest groups are seen by principals as instrumental in exerting pressure toward effecting change. All entries in the tables refer to the cumulative percentage of the principals who believed the interest

TABLE 68

Below are listed several community elements which may have sought, successfully or unsuccessfully, to bring about certain changes in the operation of your school. Using the three alternatives provided, indicate the strength or extent of influence of each interest on your school during the past two years.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Religious or church groups	31	31	36	31	31	31	33	33	30	30
Local newspaper(s) editorial policy	42	46	29	46	36	30	36	40	43	45
That element of the business community which employs students or graduates	27	29	20	29	23	24	23	26	28	28
PTA, Parent Clubs, or other groups in the community	61	62	59	61	62	65	64	61	61	61
Local labor organizations	10	10	4	11	5	4	9	6	10	10
Local senior high schools	55	57	49	59	55	47	48	49	55	63
"Extremist" groups	21	22	17	23	28	16	20	16	21	28

All the entries in the table refer to the cumulative percent of the principals who believed the interest groups in question (1) exerted strong and/or frequent pressure or (2) occasional and/or moderate pressure

groups in question (1) exerted strong and/or frequent pressure, or (2) occasional and/or moderate pressure. PTA, parent clubs, local senior high schools, and local newspapers were most frequently mentioned as providing some incidence of pressure. It is interesting to note that the incidence of pressure from local newspapers as well as senior high schools is more frequently reported by principals from urban areas and/or 6-3-3 schools. It appears that the lower the grade structure of the junior high school the less likely it will be subject to these outside pressures.

Tables 69 and 69B are concerned with articulation in the organization of the *elementary* and *junior* high schools. Articulation may be regarded as the degree to which the interlocking of successive levels of the educational system facilitates the systematic progress of pupils. The entries in Tables 69 and 69B reflect the percentage of principals who consider each of the areas in question a major problem in articulation.

TABLE 69

Questions in these tables are concerned with articulation in administrative organization of the elementary and junior high schools. Articulation may be defined as the degree to which the interlocking of successive levels of the educational system facilitates systematic progress of pupils. Using the alternatives provided, indicate the relative extent of the articulation problem involved in each of the listed areas.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Student records	27	28	26	27	26	32	30	28	27	27
Pupil promotion policies and plans	18	18	18	17	15	24	23	19	17	19
Granting of subject credit	13	14	11	14	8	13	16	14	13	14
Subject content and sequence of subjects	21	21	21	20	23	20	19	24	20	19
Counseling services	17	17	16	17	16	20	18	17	17	17
Marking systems	19	19	17	19	17	18	20	22	18	15

The entries in the table reflect the percent of principals who consider each of the areas in question a major problem in articulation.

The areas which were most frequently selected as contributory problems in articulation were: (1) student records, (2) subject content and sequence of subjects, (3) marking systems, (4) pupil promotion policies and plans, and (5) counseling services. Granting of subject credit was much less likely to be considered a cause for a breakdown in articulation than the remaining areas. Of all the areas, student records appears to be the most serious "stumbling block" in attaining a high level of articulation between the elementary and junior high grades.

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Tables 70 and 70B present data concerning the possible causes for articulation problems in the administrative organizations of the junior and senior high schools. The data indicate that student records is still considered by many of the

TABLE 70

Questions in these tables are concerned with articulation in administrative organization of the Junior and Senior high schools. Using the alternatives provided, indicate the relative extent of the articulation problem involved in each of the listed areas.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Student records	28	29	26	28	25	30	30	29	27	27
Pupil promotion policies and plans	20	21	17	22	11	20	24	25	19	19
Granting of subject credit	21	22	18	24	11	19	23	24	20	20
Subject content and sequence of subjects	24	25	20	26	17	25	22	25	24	24
Counseling services	22	23	18	24	18	24	19	24	22	21
Marking systems	22	23	20	23	17	25	25	25	22	19

The entries in the table reflect the percent of principals who consider each of the areas in question a major problem in articulation.

principals to be a major problem in articulation between senior and junior high schools. Other areas designated by at least one-fifth of the principals as major problems in articulation are: (1) subject content and sequence of subjects, (2) counseling services, (3) marking systems, (4) granting of subject credit

and (5) pupil promotion policies and plans. Granting of subject credit appears to be a more serious articulation problem at the junior and senior high level than at the elementary and junior high level.

Compensations of the Principalship

What are the satisfactions that might lead one to entering the field in the first place, and what are the ultimate aspirations of those already in the occupation? Tables 71 and 71B are concerned with the amount of satisfaction a principal derives from his position. The data in Tables 71 and 71B indicate that almost two-thirds of all principals responding describe themselves as deriving

TABLE 71

How much self-satisfaction (that is the feeling of being able to use one's unique capabilities, of realizing one's potential) does your position as a principal provide for you?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Very little self-satisfaction	2	1	3	1	3	1	2	3	1	1
Some self-satisfaction	8	7	12	7	11	9	9	10	8	6
A moderate amount of self-satisfaction	24	22	30	22	28	18	30	27	23	23
Considerable self-satisfaction	49	50	43	50	43	60	43	43	49	52
Very much self-satisfaction	18	20	12	19	15	12	15	17	19	18
No response	0	0	0	0	0	0	1	0	0	0

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considerable or very much satisfaction from their job. The remainder claim that they derive moderate to little satisfaction from their role. It is also interesting to note that principals from rural and/or 6-2-4 schools are less likely to describe themselves as gaining considerable satisfaction from their job.

Tables 72 and 72B are concerned with the relative prestige in the community associated with the principalship. The largest group of principals (50 per

TABLE 72

How much prestige does your position as a principal give you in the community where your school is located?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Very little prestige	3	2	8	3	5	5	3	6	3	3
Some prestige	13	11	19	11	17	15	18	14	14	10
A moderate amount of prestige	50	50	48	50	53	47	45	47	51	47
Considerable prestige	30	32	21	31	23	28	31	28	28	36
Very much prestige	4	4	4	5	3	5	2	5	4	4
No response	0	0	0	0	0	0	1	0	0	0

cent) feel that their position offers them only a moderate amount of prestige in the community.

The question was then asked if principals "in general" were not accorded the professional status and prestige to which they are properly entitled by virtue of education, training, and the work they do. The data in Tables 73 and 73B indicate that the largest group of principals (44 per cent) believe that they were accorded the status and prestige to which they are properly entitled. However, principals from 5-3-4 schools were much more likely to feel that they were not being offered the status and prestige that they were due.

TABLE 73

There has been concern expressed by some principals that in general principals are not accorded the professional status and prestige to which they are properly entitled by virtue of education, training, and the work they do. Would you agree that this is a serious problem?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	34	32	42	34	35	48	33	42	33	32
Uncertain	22	22	20	22	23	13	22	20	21	20
No	44	46	37	44	42	39	44	37	46	47
No response	0	0	1	0	0	0	1	1	0	1

Tables 74 and 74B present data concerning the hypothetical question asked each principal—"If you had your life to live over, would you choose educational administration as a career?" The results indicate that the majority (64 per cent) of the principals would choose educational administration as a career if they had a second chance. The value of attaining satisfaction from one's work is clearly demonstrated by the data shown in Table 74B. Only 43 per cent of the principals who are described as gaining limited satisfaction from their work would choose educational administration as a career if given a second chance. Seventy-four per cent of these principals who derive considerable satisfaction from their work would choose educational administration.

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TABLE 74

If you had your life to live over, would you choose educational administration as a career?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	64	66	59	66	60	60	60	62	64	65
Uncertain	24	23	25	23	25	28	24	22	25	23
No	12	11	16	11	15	12	14	16	11	12
No response	0	0	0	0	0	0	1	0	0	0

Tables 75 and 75B are concerned with the junior high school principals' long range career objectives. Slightly over one-half of the principals report that their

TABLE 75

What is your long range career objective?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Junior high principal	51	55	39	54	47	38	44	45	54	52
College professor	8	6	11	7	11	9	6	10	7	7
Senior high principal	9	9	7	9	5	2	12	12	8	7
District superintendent	16	15	20	14	19	34	20	14	16	20
Other	16	14	22	15	18	17	18	18	15	13
No response	1	1	1	1	0	0	1	0	0	1

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long range career objective is to be a junior high school principal. The majority of the remaining principals (32 per cent) are split equally between aspiring to being a district superintendent or "other." An interesting aspect of the findings is that principals from 5-3-4 schools are much more likely to aspire to being the district superintendent than any of their associates. It is quite possible that there have been many recent reorganizations of districts in which 5-3-4 schools are found and as a result the 5-3-4 principals may have realistic aspirations toward the position of district superintendent.

Among the more tangible compensations in any occupation are the monetary ones. Salary data are reported in Tables 76 and 76B. The median salary of the

TABLE 76

What is your current annual salary as a principal?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Less than $6,000	4	2	12	2	5	8	13	11	2	1
$6,000 to $6,999	7	3	20	4	14	11	11	18	5	2
$7,000 to $7,999	12	8	28	9	21	23	17	22	11	4
$8,000 to $8,999	16	14	22	14	21	22	18	22	18	5
$9,000 to $9,999	16	17	11	16	16	16	13	14	19	8
$10,000 to $12,499	29	35	6	34	16	16	18	10	35	34
$12,500 to $15,000	12	15	1	15	6	3	6	2	9	29
$15,000 to $17,500	4	5	0	6	1	2	3	0	1	16
More than $17,500	0	0	0	0	0	0	1	0	0	1
No response	0	0	0	0	0	0	0	0	0	0

total sample of principals appears to be slightly over $9000. Principals from (1) schools in the Northeast, (2) 6-3-3 schools, (3) high per-pupil expenditure schools, and (4) large urban schools tend to receive higher salaries than the remainder of the sample.

Tables 77 and 77B are concerned with the type of salary contract offered to principals. The data indicate that the majority of the respondents (73 per cent)

Table 77

Regardless of schedule of payment, is your yearly salary contract based on:

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
12 months	36	38	29	38	31	28	34	34	32	48
10-11 months	37	39	29	38	35	41	30	33	40	33
9-10 months	26	23	42	23	33	30	35	32	27	19
Less than 9 months	0	0	0	0	0	0	0	0	0	0
No response	0	0	0	0	0	1	1	0	0	0

are split equally between a 12 month salary contract and a 10-11 month salary contract. The remainder have a 9-10 month contract. Principals from 6-3-3 schools are much more likely to have a 12 month contract than are the 5-3-4 principals.

Tables 78 and 78B present information on tenure. The data indicate that the

TABLE 78

Do you have job tenure as a principal?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	45	47	35	48	34	44	40	42	43	54
No	55	52	65	52	66	56	59	58	57	46
No response	0	0	0	1	0	0	0	1	0	0

majority of the principals do not have tenure. However, principals from large city schools and/or 6-3-3 schools or schools located in the Northeast are likely to be covered by tenure. It is also interesting to note that principals from 6-2-4 schools are much less likely to have tenure than principals from either 6-3-3 or 5-3-4 schools.

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Civic and Professional Activities of Principals

In order to determine the degree to which junior high school principals participate in the life of the community, they were asked the number of civic and political organizations in which they presently hold membership. The data in Tables 79 and 79B indicate that the largest group of principals (31 per cent) report that they are members of one civic or political organization, while 44 per cent report that they are members of two or more organizations. Approximately one-fourth indicate that they do not belong to any of the listed organizations. The response pattern is consistent over all subgroupings.

TABLE 79

In how many civic and political organizations (e.g., Chamber of Commerce) do you presently hold membership?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
None	25	24	25	23	26	27	30	28	22	26
One	31	29	35	30	33	31	29	29	31	29
Two	26	27	24	27	24	27	24	23	29	25
Three	11	11	10	11	10	10	11	11	11	10
Four or more	7	8	5	7	7	5	6	7	7	9
No response	0	0	0	1	0	0	0	1	0	0

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Tables 80 and 80B present data on the relative extent of the principals' participation in extension courses as well as professional organizations. The entries in Tables 80 and 80B indicate the percentage of the respondents who either

TABLE 80

Using the four alternatives provided, indicate the extent to which you have done the following during the past two years?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Studied through higher educational institutions (e.g., summer school, extension courses, afternoon and/or evening courses)	35	32	42	32	41	41	36	37	39	36
Participated in the activities of professional associations (local, state, regional, national)	53	55	51	55	53	60	48	56	53	54

The entries in the table indicate the percent of the respondents who either quite extensively or very extensively participated in the listed activities.

quite "extensively" or "very extensively" participated in the listed activities. The data indicate that slightly over one-third of the principals participated extensively in summer school, extension courses, etc., while slightly over one-half participated extensively in the activities of professional organizations.

Tables 81 and 81B indicate the frequency of attendance of junior high school principals at meetings of secondary school principals. The largest group of

TABLE 81

Have you attended statewide or national meetings of secondary school principals in the past two years?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes, several meetings	41	46	25	46	31	33	32	34	43	47
Yes, twice	20	21	18	22	18	20	15	18	21	21
Yes, once	17	15	19	17	19	17	18	20	17	15
No	21	16	38	16	32	30	32	28	19	17
No response	0	0	0	0	0	0	1	0	0	0

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principals (41 per cent) report that they attended several meetings. Principals from 6-2-4, 5-3-4, and/or small schools much less frequently attended such meetings.

Special Topics

The tables immediately following did not appear to be directly related to any of the major topics previously covered but are concerned with issues of sufficient importance to warrant their inclusion in this study.

Tables 82 and 82B present data on the presence or absence of a teacher's intern program in the junior high schools. The data indicate that over half of

TABLE 82

Does your junior high have a teacher intern program in co-operation with a teacher training institute?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
Yes	56	64	28	62	44	42	39	48	58	58
No	44	36	72	38	56	58	60	52	42	42
No response	0	0	0	0	0	0	0	0	0	0

the junior high schools do have such a program. However, such a program is much more likely to be found in city schools, 6-3-3 schools and least likely in small, rural schools and/or in 5-3-4 schools.

Tables 83 and 83B yield information on the per cent of the regular junior high school teachers who did their student teaching at the junior high school level. The median percentage for the whole sample is approximately 30 per cent.

TABLE 83

Approximately what percentage of your regular teachers did their student teaching at the junior high school level?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	6-3-4	Other	Low	Medium	High
10% or less	31	28	41	27	41	38	35	40	30	25
20%	18	18	18	18	21	15	19	16	20	15
30%	13	14	9	14	11	17	12	13	13	11
40%	7	8	6	8	5	9	6	5	8	6
50%	13	14	11	14	9	12	14	12	12	17
60%	6	7	5	7	6	3	5	5	7	8
70% or more	9	9	9	10	6	4	9	7	8	13
No response	2	2	1	1	2	2	1	1	2	1

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Almost one-third of the sample report that only 10 per cent or less of their teachers did their student teaching at the junior high school level.

Tables 84 and 84B furnish information on the frequency of parent-teacher conferences. The majority of the principals report that they do not have regularly scheduled parent-teacher conferences, yet principals located in

TABLE 84

Does your junior high school have regularly scheduled parent conferences?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	6-3-4	Other	Low	Medium	High
No, but the parents are free to discuss educational problems as they arise	66	65	65	66	65	65	61	72	65	59
Yes, we have two or less scheduled conferences each year	25	24	30	23	29	27	30	19	26	28
Yes, we have three or more scheduled conferences each year	5	7	2	7	3	1	6	4	5	8
Yes, we have a conference scheduled after each reading period	4	4	3	4	4	5	2	5	3	4
No response	1	0	0	0	0	1	1	0	0	0

the Northeast are more likely to report two or more conferences scheduled yearly than any of their associates from the Southeast or West.

Automated data processing is often found in tasks that require voluminous record keeping. The junior high school principals were asked about the presence of data processing machines as well as their specific use. Tables 85 and 85B indicate that data processing machines are relatively non-existent in

junior high schools. However, city schools and/or schools which are part of a 6-3-3 system are more likely to use them than any of the other schools.

TABLE 85

Does your junior high school use data processing machines in scheduling, record keeping, or grade reporting?

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No, we do not have access to data processing machines	77	72	93	72	88	91	86	85	77	68
Yes, and we use them in all three of the above areas	6	8	1	8	2	3	2	3	7	7
Yes, but we only use them for scheduling	3	3	1	3	1	0	2	2	2	4
Yes, we use them for both scheduling and record keeping	1	1	0	2	0	0	1	1	1	2
Yes, we use them for both scheduling and grade reporting	2	2	0	2	0	2	0	1	2	2
Yes, we use them for both record keeping and grade reporting	3	3	0	3	3	0	2	1	2	5
Yes, but we only use them for record keeping	2	2	1	2	1	3	0	2	2	1
Yes, but we only use them for grade reporting	2	2	1	2	1	0	3	0	2	3
Other	4	5	3	5	4	4	4	3	5	5
No response	1	1	0	0	1	0	1	1	0	0

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Appendix A

The Questionnaire

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In planning this research program on the Junior High School Principalship, the NASSP Committee on the Study of the Secondary School Principalship suggested that the first step would be to survey all junior high school principals in the United States through a mailed questionnaire. Two reasons for including all of the junior high school principals in the survey were (1) to provide an opportunity for all junior high school principals to participate in the study, and (2) to broaden the scope of the study by subdividing the total group of principals and sending each subgroup a different questionnaire. By dividing the total population into two subgroups on a random basis, it was possible to increase the total number of questions asked without creating a burden for any one participant, and still obtain responses to each question from a sample sufficiently large to draw dependable conclusions.

Initial planning for this study was done jointly by members of the ETS staff and the NASSP Committee on the Study of the Secondary School Principalship. Questionnaires were designed to include items falling into four broad categories: (1) background information concerning training, career patterns, and demographic circumstances of principals; (2) facts about the salary, working conditions, and role of the principal; (3) secondary school administration as a profession and career; and (4) opinions of principals on a number of educational issues having broad educational significance.

Preliminary forms of the questionnaires were then developed, with some items cast in multiple-choice format. Other items, for which it was difficult to anticipate appropriate response categories, were cast in a free-response format. In the fall of 1964 the preliminary questionnaires were pretested with a group of several hundred principals, each of whom had gained recognition for leadership in his state and/or national organization. They were asked to answer the questions, make suggestions as to how each question might be improved, and propose new questions that would tap important areas not covered by the questionnaires.

On the basis of the pretesting, questions were revised, ambiguous items were eliminated, and new questions were written. In order to make use of efficient electronic data processing procedures, all questions were expressed in multiple-choice format. The final set of questions was then organized into two forms of the questionnaire, each consisting of 125 questions. There was some overlap in the questions included in the forms. In April 1965 every junior high school principal in the United States was mailed one of the forms of the questionnaire.

The survey documents included a questionnaire, an answer sheet, a prepaid return envelope, and a letter from Ellsworth Tompkins, Executive Secretary of NASSP, which described the project briefly and requested the principal's cooperation.

The instruction sheet and typical pages of one of the questionnaire forms follow.

As noted in the text, because of the nature of the data the number of ways of classifying principals is potentially very large. In addition to (A) Location (Urban-Rural), (B) School Organizational Grade Structure, and (C) Per Pupil Expenditure, the classification categories by which the data are organized in the body of the report, three additional classifications were employed in a supplementary analysis of the data. These are (D) Satisfaction, (E) Region, and (F) Size of School. Responses to all of the items in the questionnaires classified according to these categories comprise this appendix.

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

STATUS SURVEY OF THE JUNIOR HIGH SCHOOL PRINCIPALSHIP

Background and Directions for Completing This Questionnaire

PURPOSE

American junior high schools are fulfilling an increasingly vital function in the life of the nation. In order that the responsibilities which go with this vital function may be met adequately, there is a need for as much knowledge as possible about all the important characteristics of junior high schools. Since the principal is certainly one of the most influential persons in determining the quality of education provided by a high school, there is also a critical need for as much information as possible about the characteristics of the American junior high principalship. To aid in meeting this need, the National Association of Secondary School Principals, in cooperation with Educational Testing Service, is conducting a survey of all American junior high school principals. This questionnaire, in which you are asked a variety of questions about your background, working conditions, and opinions, is a part of this survey. Your answers and the answers of other principals will be combined to obtain comprehensive descriptions of the junior high school principalship. In order that these descriptions may be as accurate as possible, it is essential that you complete the questionnaire.

HOW THE RESULTS WILL BE REPORTED

In reporting the results of this survey, only statistical summaries of the responses of groups of principals will be cited. In no case will the answers of an individual be singled out. All individual answers will be held in strict confidence. You are urged, therefore, to make every answer a sincere one.

DIRECTIONS

1. All answers are to be recorded on the separate answer sheet. Make no answers or marks in the questionnaire booklet. Use any type of soft lead pencil. If you erase, do so completely. Do not use an ink or ball point pen. DO NOT FOLD THE SEPARATE ANSWER SHEET.

2. In the upper left-hand corner of the answer sheet your CONTROL NUMBER is printed. Under each of the four digits is a column of ten boxes numbered 1, 2, etc. Go down the column under the first digit, locate the box labeled with the corresponding digit, and blacken that box. Do the same for the remaining three digits.

3. In the lower left-hand corner of the answer sheet there are two columns of ten boxes marked state code. Using the following list of state code numbers, select the code number which applies to the state in which your school is located. Blacken the boxes corresponding to your state's code number.

01	Alabama	14	Illinois	27	Montana	41	South Carolina
02	Alaska	15	Indiana	28	Nebraska	42	South Dakota
03	Arizona	16	Iowa	29	Nevada	43	Tennessee
04	Arkansas	17	Kansas	30	New Hampshire	44	Texas
05	California	18	Kentucky	31	New Jersey	45	Utah
06	Colorado	19	Louisiana	32	New Mexico	46	Vermont
07	Connecticut	20	Maine	33	New York	47	Virginia
08	Delaware	21	Maryland	34	North Carolina	48	Washington
09	District of Columbia	22	Massachusetts	35	North Dakota	49	West Virginia
10	Florida	23	Michigan	36	Ohio	50	Wisconsin
11	Georgia	24	Minnesota	37	Oklahoma	51	Wyoming
12	Hawaii	25	Mississippi	38	Oregon	61	Canada
13	Idaho	26	Missouri	39	Pennsylvania	62	Foreign
				40	Rhode Island	63	U.S. Possessions

4. Each question in the booklet is accompanied by a number of possible answers. You are to mark your answer by blackening the box on the answer sheet corresponding to the alternative you choose. In order to make this procedure clear, please answer the following example question.

EXAMPLE: Which form of the principalship questionnaire are you completing?

1. Form 1 of the junior high school principalship questionnaire
2. Form 1 of the junior high school principalship questionnaire
3. Form 1 of the senior high school principalship questionnaire
4. Form 2 of the senior high school principalship questionnaire
5. Other

Since there are only two different forms of the junior high school questionnaire and you are completing Form 1, your answer sheet should look like this:

E ■
X [2]
A [3]
M [4]
P [5]
L
E

5. The number above each set of boxes indicates which question in the test booklet these particular boxes are intended to answer. Be sure this number always is the same as the number of the question in the test booklet which you are answering.

6. Mark only one answer for each question. Regardless of the number of choices available for particular questions, you are to mark only one alternative.

7. You should answer every question. Pay close attention to the various special directions throughout the questionnaires. It is in the nature of questionnaires of this sort that for some questions none of the alternatives provided will correspond exactly to your past situation or your present point of view. In these cases, mark the alternative which comes closest to the answer you would like to give.

8. When you are finished make certain there are no stray marks on the answer sheet. There must be no marks other than those in the answer boxes, except for the place where you wrote your form number.

9. Place your completed answer sheet, unfolded in the postage paid return envelope which has been provided, and return it to Educational Testing Service. DO NOT RETURN THE QUESTIONNAIRE BOOKLET.

Thank you in advance for your cooperation in this important survey.

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NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

STATUS SURVEY OF THE JUNIOR HIGH SCHOOL PRINCIPALSHIP

1. Are you a member of the National Association of Secondary-School Principals?

   (1) Yes
   (2) No, but I have been in the past
   (3) No, and I never have been

2. Which of the following population categories best describes the location of the junior high school of which you are principal?

   (1) City of more than 1,500,000 population
   (2) City between 250,000 and 1,499,999 population
   (3) Urban area between 5,000 and 249,999 population
   (4) Small town below 5,000 population
   (5) Rural

3. Which of the following categories best describes the junior high school of which you are principal? Choose only one answer.

   (1) Public
   (2) Parochial or diocesan
   (3) Private, religious affiliated
   (4) Private, not religious affiliated
   (5) Other

4. What is your age?

   (1) 23 or under
   (2) 24-29
   (3) 30-34
   (4) 35-39
   (5) 40-44
   (6) 45-49
   (7) 50-54
   (8) 55-59
   (9) 60 or older

Questions 5 and 6. The next two questions concern geographical region. The states to be included in each region in answering these two questions are indicated below:

A. New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

B. Mideast: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania.

C. Southeast: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

D. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

E. Southwest: Arizona, New Mexico, Oklahoma, Texas.

F. Rocky Mountains: Colorado, Idaho, Montana, Utah, Wyoming.

G. Far West: California, Nevada, Oregon, Washington.

H. Non-contiguous states: Alaska, Hawaii.

I. Other: Guam, Puerto Rico, etc.

5. In which geographical region is your junior high school located?

   (1) New England
   (2) Mideast
   (3) Southeast
   (4) Midwest
   (5) Southwest
   (6) Rocky Mountains
   (7) Far West
   (8) Non-contiguous states
   (9) Other

6. In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

   (1) New England
   (2) Mideast
   (3) Southeast
   (4) Midwest
   (5) Southwest
   (6) Rocky Mountains
   (7) Far West
   (8) Non-contiguous states
   (9) Other

Appendix B
Supplementary Data

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TABLE 4B

What is your sex?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Male	96	96	96	95	96	97	95	98	96
Female	4	4	4	5	4	3	5	2	4
No response	0	0	0	0	0	0	0	0	0

TABLE 5B

What is your age?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
23 or under	0	0	0	0	0	0	0	0	0
24-29	2	2	2	1	3	3	5	1	0
30-34	8	7	7	5	6	10	13	7	3
35-39	19	21	20	17	21	20	24	19	14
40-44	18	17	17	16	19	18	16	19	18
45-49	15	15	15	15	18	14	14	16	16
50-54	16	16	15	18	14	15	11	17	21
55-59	14	13	15	18	12	12	10	13	19
60 or older	8	6	8	10	7	8	7	8	9
No response	0	0	0	0	0	0	0	0	0

TABLE 6B

In which geographical region was your home during the time you were growing up? If you lived in more than one region choose the one you think of first when you think of home. Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
New England	8	7	8	33	1	1	8	10	5
Mideast	16	17	16	62	5	2	9	16	25
Southeast	17	16	17	2	89	2	31	17	16
Midwest	35	39	34	3	7	55	39	35	29
Southwest	11	12	11	0	1	17	14	10	8
Rocky Mountains	5	5	4	0	0	8	6	5	5
Far West	8	7	9	0	0	13	5	8	12
Non-contiguous states	0	0	0	0	0	1	0	0	1
Other	0	1	0	0	1	0	1	0	0
No response	0	0	0	0	0	0	0	0	0

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TABLE 7B

Which of the following best describes your father's chief occupation? Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Farmer	23	26	22	7	28	27	29	21	17
Teacher	4	4	4	3	5	4	4	4	4
Other professional (lawyer, physician, minister, etc.)	6	6	7	5	8	6	5	7	6
Retail clerk, office work, salesman, or skilled labor	24	22	24	30	22	23	22	26	26
Supervisory work	8	6	8	9	8	7	6	8	8
Semi-professional (musician, pharmacist, etc.)	2	2	2	2	1	2	2	2	2
Scientist, Engineer, etc.	1	1	1	2	1	1	1	1	2
Independent businessman or executive in large corporation	13	14	14	17	12	12	10	13	17
Semi-skilled or unskilled labor	19	19	19	25	15	18	21	18	17
No response	0	0	0	0	0	0	0	0	0

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Did not complete grade school	24	25	22	27	24	23	26	23	24
Finished grade school	27	30	26	29	26	27	29	26	26
Some high school	18	19	19	17	18	18	17	19	19
Finished high school	10	8	11	13	11	10	11	11	9
Some college or junior college	8	7	9	4	10	9	8	9	8
Business or trade school (after completing high school)	3	2	3	2	2	3	3	3	3
Finished four years of college	3	2	2	3	2	3	3	3	2
Some graduate or professional school	1	1	1	1	2	1	1	1	2
Attained a graduate or professional degree	5	5	6	4	5	5	3	5	6
No response	0	0	0	0	0	0	0	0	0

TABLE 8B .

How much formal education did your father have? Indicate only the highest level.

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TABLE 9B

How many years of experience as a principal have you had in all? Count this year as one year of experience. Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
One year	6	5	7	7	4	6	8	6	5
Two or three years	14	15	14	16	11	14	18	12	14
Four or five years	14	16	13	15	14	13	15	14	12
Six or seven years	11	13	12	11	12	11	12	11	12
Eight or nine years	11	12	11	11	12	11	10	12	11
Ten to fourteen years	18	16	18	18	18	19	16	20	19
Fifteen to nineteen years	11	8	10	10	10	11	8	12	12
Twenty to twenty-four years	6	5	6	4	6	6	5	6	7
Twenty-five years or more	8	8	9	7	12	8	8	6	8
No response	0	1	0	0	1	0	0	0	0

TABLE 10B

How long have you been principal of this school?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
This is my first year	13	12	13	12	12	13	15	11	11
This is my second year	14	16	13	13	16	14	16	13	13
This is my third year	12	11	13	13	12	12	12	11	15
4-5 years	20	22	21	18	20	20	19	21	18
6-8 years	18	19	1	20	18	18	16	19	21
9-11 years	11	10	10	12	10	10	9	11	12
12-14 years	4	3	4	4	4	4	4	5	4
15-17 years	3	2	3	4	3	3	3	3	3
18 years or more	5	4	5	4	5	5	6	5	3
No response	0	0	0	0	0	0	0	0	0

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TABLE 11B

Which of the following best describes the college or university where you aid your undergraduate work? Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Public university or college	64	66	64	52	61	70	69	63	61
Private university or college religiously affiliated	26	25	28	24	30	25	25	28	24
Private university or college, not religiously affiliated	9	9	8	23	9	5	6	9	15
Other	0	0	0	1	0	0	0	0	0
No response	0	0	0	0	0	0	0	0	0

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
Humanities (e.g., literature, history, etc.)	24	22	24	30	22	22	20	26	25
Physical or biological sciences	15	16	14	16	19	14	13	16	18
Social Sciences (e.g., economics, sociology, anthropology, etc.)	15	16	16	10	17	17	14	17	14
Fine Arts	3	2	2	2	2	3	3	3	2
Engineering	1	1	1	1	1	1	1	1	1
Business	5	5	5	4	4	5	7	4	5
Physical Education	12	12	12	7	10	14	12	12	10
Education (other than Physical Ecucation)	19	17	19	23	18	18	23	17	17
Other	6	9	6	6	7	6	8	5	7
No response	0	0	0	0	0	0	0	0	0

TABLE 12B

In which of the following areas did you major as an undergraduate? Choose only one answer.

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TABLE 13B

In which of the following areas did you minor as an undergraduate? Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
Humanities (e.g., literature, history, etc.)	26	24	26	30	23	25	25	24	29
Physical or biological sciences	19	21	17	17	19	20	19	21	18
Social Sciences (e.g., economics, sociology, anthropology, etc.)	18	17	19	16	19	19	19	19	17
Fine Arts	2	2	2	1	2	2	2	2	1
Engineering	1	0	1	1	1	1	0	1	1
Business	2	3	2	3	1	3	3	2	2
Physical Education	7	7	8	3	8	9	8	8	6
Education (other than Physical Education)	17	19	16	21	18	15	17	17	17
Other	7	6	8	8	8	6	7	7	8
No response	0	0	0	0	1	0	0	0	0

TABLE 14B

What is the highest degree you have earned?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
No college degree	0	0	0	0	0	0	1	0	0
Bachelor's degree or four-year teachers college degree	6	9	5	6	5	7	11	4	3
Master's degree in education	33	34	32	23	42	34	42	31	24
Master's degree in field other than education	2	2	2	1	3	2	1	2	3
Master's degree plus some additional graduate work	47	45	49	49	43	48	40	51	52
Master's degree plus all course work for a doctoral degree	7	6	8	14	5	5	3	8	12
Doctor of Education	3	2	2	4	1	3	1	3	4
Doctor of Philosophy	1	1	1	1	0	0	0	1	1
Some other degree	1	1	1	1	0	0	1	0	1
No response	0	0	0	0	0	0	0	1	0

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TABLE 15B

What is your major field of graduate study? Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
Educational administration and supervision	78	76	77	74	79	79	76	80	75
Secondary Education	9	9	9	12	7	8	8	8	11
Physical Education	2	2	2	1	3	1	2	2	1
Some other educational speciality	5	4	5	5	4	5	5	4	5
Humanities or Fine Arts	3	4	0	4	3	3	2	3	5
Sciences or Engineering	1	1	1	1	2	1	2	1	1
Business	0	0	0	0	0	0	0	0	0
Other	1	2	2	1	1	2	2	1	1
I have done no graduate work	1	1	1	1	1	1	2	0	0
No response	0	0	0	0	0	0	0	0	0

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
None	1	0	1	0	2	1	1	1	0
1 year	1	1	1	0	2	1	2	1	0
2-3 years	8	8	7	4	9	9	11	7	5
4-6 years	23	23	24	18	24	26	26	23	20
7-9 years	21	21	21	20	23	21	19	22	23
10-14 years	21	22	21	22	19	21	19	22	22
15-19 years	11	11	13	16	11	11	11	12	17
20-24 years	7	7	7	10	5	6	6	7	7
25 years or more	5	6	5	8	5	4	5	5	5
No response	0	0	0	0	0	0	0	0	0

TABLE 16B

How many years of teaching experience did you have prior to taking your present position? Do not include years as a full-time administrator or supervisor.

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TABLE 17B

What was the last position you held prior to becoming a junior high school principal?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Elementary or junior high school teacher	18	19	17	17	16	19	12	14	6
Senior high teacher	13	18	12	10	15	14	21	11	6
Assistant principal of an elementary school	1	1	1	1	1	0	1	1	1
Assistant principal of a junior high school	20	15	22	27	18	19	6	21	35
Assistant principal of a senior high school	11	10	11	14	12	10	5	13	17
Principal of an elementary school	21	20	21	18	17	21	19	23	20
Principal of a senior high school	6	7	5	3	6	7	8	6	3
Other	10	10	10	10	9	10	9	10	9
No response	0	0	0	0	0	0	0	0	0

TABLE 18B

Which of the following categories best describes the junior high school of which you are principal? Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Public	98	97	98	99	96	98	94	99	100
Parochial or Diocesan	1	2	1	1	1	1	2	0	0
Private, religious affiliated	1	1	1	0	2	0	2	1	0
Private, not religious affiliated	0	0	0	0	1	0	1	0	0
Other	0	0	0	0	0	0	1	0	0
No response	0	0	0	0	0	0	0	0	0

TABLE 19B

What grades are included in the junior high school of which you are principal?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
7-9	67	60	69	73	69	64	38	77	91
7-8	20	25	18	15	14	24	40	14	4
6-8	5	3	5	5	3	6	9	3	2
7-10	1	1	1	0	1	1	1	1	1
6-9	1	1	1	1	1	0	1	1	1
K-6	1	1	1	0	1	1	1	0	0
Other	5	5	5	4	11	4	9	4	1
No response	0	0	0	0	0	0	0	0	0

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TABLE 20B

Is your junior high school part of a:

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
6-3-3 system	69	62	71	75	71	65	40	79	90
6-6 system	2	2	1	2	1	2	4	1	0
6-2-4 system	17	22	15	12	15	20	33	12	3
8-4 system	2	2	2	1	2	3	5	1	0
7-3-4 system	4	4	3	4	3	5	8	3	1
Other	6	7	5	6	10	5	10	4	4
No response	0	0	0	0	0	0	0	0	0

TABLE 21B

What is the enrollment of your junior high school as of October 1, 1964?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Fewer than 150	7	11	6	4	7	8	21	0	0
150-249	9	12	6	5	7	7	23	0	0
250-499	19	21	17	15	20	20	36	0	5
500-749	20	21	23	25	25	21	0	51	0
750-999	21	17	23	25	19	21	0	49	0
1000-1499	18	13	20	19	18	17	0	0	78
1500-1999	5	5	5	5	3	3	0	0	18
2000-2999	1	1	1	1	0	1	0	0	4
3000 students or more	0	0	0	0	0	0	0	0	0
No response	0	0	0	0	0	0	0	0	0

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TABLE 22B

In which geographical region is your junior high school located?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
New England	7	6	8	34	0	0	8	9	3
Mideast	15	16	14	66	0	0	7	15	24
Southeast	17	18	17	0	100	0	18	17	17
Midwest	31	32	30	0	0	51	36	31	23
Southwest	12	13	13	0	0	19	15	11	8
Rocky Mountains	5	6	5	0	0	10	9	5	4
Far West	11	9	12	0	0	18	6	11	19
Non-contiguous states	1	0	1	0	0	1	1	0	1
Other	0	0	0	0	0	1	1	0	0
No response	0	0	0	0	0	0	0	0	0

TABLE 23B

Which of the following population categories best describes the location of the junior high school of which you are principal?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
City of more than 1,500,000 population	4	3	4	7	0	1	0	1	14
City between 250,000 and 1,499,999 population	11	9	12	8	16	11	3	10	36
Urban area between 5,000 and 249,999 population	63	56	68	72	61	61	43	84	58
Small town below 5,000 population	16	22	11	8	11	19	44	4	3
Rural	6	9	5	5	11	6	10	2	0
No response	0	0	0	0	0	0	0	0	0

TABLE 24B

What was the average per-pupil expenditure for instructional purposes for each junior high student in your school last year? Choose only one answer. (Include teachers, facilities and all professional staff.)

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Less than $50 per year	2	3	2	1	4	1	2	1	1
$50 to $99 per year	2	3	2	1	4	2	4	1	1
$100 to $199 per year	3	4	2	1	7	2	4	2	1
$200 to $299 per year	12	13	11	3	33	9	15	11	7
$300 to $399 per year	27	27	27	19	29	29	27	28	25
$400 to $499 per year	25	23	26	29	7	29	22	28	26
$500 to $599 per year	12	11	13	18	2	13	8	14	16
$600 to $699 per year	3	3	5	11	1	3	3	5	7
$700 per year or more	3	3	3	9	1	2	3	3	5
No response	10	10	10	8	10	10	12	8	8

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TABLE 25B

Is your junior high school housed in separate buildings, i.e., is the actual physical plant different from that of the local elementary or senior high school?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes	79	73	82	85	75	78	56	89	94
No	21	27	18	15	25	22	43	11	5
No response	0	0	0	0	0	0	0	0	0

TABLE 26B

In your school what is the teacher-pupil ratio? Select the one alternative that comes closest to your present ratio.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
1:10	1	0	2	1	2	0	0
1:20	33	46	23	31	38	34	24
1:30	62	50	69	65	55	62	72
1:40	3	4	5	2	3	3	4
1:50 or greater	0	0	0	0	0	0	0
No response	0	0	0	1	0	0	0

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Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Gymnasium	77	71	80	83	66	80	67	83	83
Library	79	73	83	78	76	84	60	88	90
Indus[illegible] Arts Lab	72	62	76	84	55	72	46	80	91
Homemak[illegible] Lab	78	68	80	86	70	77	54	88	94
Science Lab	72	64	76	74	66	74	57	79	84
Language Lab	30	22	34	29	24	30	12	35	47
Music Room	75	67	79	73	64	79	58	81	91
Art Room	68	59	73	80	49	69	38	80	92

Percentages in the table refer to the availability of both staff and physical facilities.

TABLE 27B

Questions in these tables are concerned with the availability of actual physical facilities for carrying on comprehensive programs in each of certain selected areas. Using the alternatives provided, indicate whether or not the listed facilities are available in your junior high school.

TABLE 28B

Questions in these tables are concerned with both number and kind of non-teaching personnel on your staff. Using only one of the alternatives provided, indicate the number of personnel in each position.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Assistant Principals	42	35	46	54	31	41	4	49	87
Librarians	64	57	68	65	69	62	31	79	86
Clerks	76	67	80	85	68	77	49	89	94
Nurses	15	12	15	13	5	11	6	14	31
Counselors	61	52	66	79	52	59	21	78	94

The entries in the table reflect the percent of principals who report having one or more full-time employees in selected categories.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
1. Acquisition of basic skills (e.g., reading, writing, computing)	91	90	93	91	85	90	96
2. Acquisition of basic knowledge	59	60	60	58	62	58	57
3. Understanding of values inherent in the American way of life	43	41	41	40	40	41	47
4. Adaptability to a changing world	19	17	19	19	19	21	18
5. Physical fitness	17	18	21	16	16	18	17
6. Development of the skills and practice of critical intellectual inquiry	37	41	35	37	34	42	34
7. Development of sound moral and spiritual values	40	40	40	40	44	40	37
8. Development of positive self-concepts and a facility for good human relations	29	28	29	30	35	30	26
9. Training in technical skills to run the country and/or development of appropriate talents	6	6	8	6	7	7	4

Entries in table indicate the cumulative percent of principals giving a rank of 1, 2, or 3 to the goal.

TABLE 30B

Much has been said and written recently about the tasks of American schools. Please rank the 9 goals ("tasks") below according to your beliefs about their relative importance as educational objectives. Assign a rank of 1 to the goal you consider most important, a rank of 2 to the goal you consider the second most important, etc., until you assign a rank of 9 to the goal you consider least important.

TABLE 31B

Principals' opinions on selected educational and civil issues.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Some critics say today's schools require too little academic work of students	13	16	11	12	17	11	19	9	10
Do you agree with the Supreme Court decisions concerning racial segregation in the public schools?	79	77	80	85	58	82	74	81	82
Do you agree with the Supreme Court decisions concerning compulsory prayer and Bible reading in the public schools?	45	45	45	43	35	49	41	46	53
Do you believe it is the responsibility of the public schools to provide special education classes for the physically handicapped?	85	82	87	88	83	84	79	89	90
James B. Conant in his recommendations for Education in the Junior High School Years suggests that graduation with diplomas and cap and gown have no place at the junior high school level. What is your reaction to this statement?	95	95	95	91	96	96	93	97	95
Dr. Conant in The Education of American Teachers objects to the certification of teachers by examination. What is your opinion on this subject?	59	56	60	58	58	61	58	62	55

All entries in the table represent the percent of principals who responded "yes" to the questions.

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TABLE 32B

What is your opinion concerning the practice of "bussing" students to schools from outside districts in an effort to facilitate integration?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
1. Strongly agree	3	4	3	4	3	3	4	3	1
2. Agree for the most part	8	8	8	12	1	8	10	7	9
3. Uncertain	11	13	11	10	8	13	15	11	7
4. Disagree for the most part	29	29	30	37	17	30	30	29	30
5. Strongly disagree	47	45	48	35	68	46	41	50	51
6. No response	1	1	0	1	1	0	1	0	0

Response Alternatives	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
1. Yes, very serious	25	26	24	25	23	27	25
2. Yes, to a serious degree	40	41	42	38	39	42	39
3. Somewhat	19	19	17	20	19	18	19
4. No, not for the most part	16	13	16	17	19	13	17
5. Not Ascertained	1	1	1	1	1	1	1
6. No response	1	1	1	1	1	1	1

TABLE 33B

As a junior high principal, do you feel that the pupil turnover present in two-year junior high schools poses a serious problem for students and/or teachers?

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TABLE 34B

What do you feel would be the ideal grade organization for a junior high school?

Response Alternatives	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
7-8-9	57	59	56	57	58	56	57
6-7-8	18	18	20	16	17	17	19
7-8	14	14	13	15	15	14	13
6-7-8-9	2	2	2	2	1	2	2
5-6-7-8	1	1	1	1	1	1	1
6-7	1	1	1	1	1	1	1
5-6-7	1	1	1	1	1	1	1
8-9	1	1	1	1	1	1	1
No Response	5	3	5	6	5	6	5

Response Alternatives	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Strongly agree	13	13	14	12	13	13	13
Agree for the most part	40	43	42	38	39	42	39
Undecided	11	10	10	12	12	10	11
Disagree for the most part	32	31	31	33	33	31	32
Strongly disagree	3	3	3	3	3	3	3
No response	1	0	1	1	0	1	1

TABLE 35B

Noted educators have recently proposed a five-year degree program for both elementary and secondary teachers which would include more liberal arts courses. What is your reaction to such a change?

B-13

TABLE 36B

Dr. Conant in his recent book, The Education of American Teachers, strongly criticizes the granting of salary increases to teachers on the basis of their completion of late afternoon and evening extension courses during the school week. What is your reaction to his criticism?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Strongly agree	9	9	8	10	9	10	7
Agree for the most part	30	34	30	32	32	26	36
Undecided	14	12	17	13	13	15	15
Disagree for the most part	28	27	31	30	27	29	28
Strongly disagree	19	16	12	12	17	20	13
No response	1	0	2	3	2	1	1

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TABLE 37B

Some have said that the public schools should in principle not make important curriculum changes without first securing community support. What is your opinion on this matter?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Agree	49	42	49	54	44	53	58
Disagree	50	58	51	45	55	46	40
No response	1	1	0	1	1	1	2

TABLE 38B

What is your general reaction to the "organization for instruction" in "the school of the future" as described by Lloyd Trump in Guide to Better Schools: Focus on Change (Commission of the Experimental Study of the Utilization of the Staff in the Secondary School)?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Favorable reaction	51	54	53	47	50	50	54
Unfavorable reaction	42	40	41	46	44	43	42
No opinion	7	6	6	7	6	7	4
Not familiar with Trump proposals	30	27	28	34	30	27	31
Other views	5	5	5	5	4	5	5
No response	2	1	2	1	2	1	1

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Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Strongly agree	2	3	2	2	1	3	2
Agree	19	18	19	15	16	16	18
Uncertain	32	33	37	30	39	31	29
Disagree	43	42	40	48	42	47	47
Strongly disagree	4	4	3	4	3	3	5
No response	0	0	0	0	1	0	0

TABLE 39B

In general, what is your reaction to the statement that the elementary schools are assuming the exploratory function of the junior high school?

TABLE 40B

Do you have some interscholastic athletics?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Yes	86	86	86	86	88	89	77
No	14	14	14	14	12	11	23
No response	0	0	0	0	0	0	0

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes, it would be a very desirable replacement for present inter-school athletic programs	26	28	24	30	24	25	25	25	26
Yes, but only as a supplement to a strong inter-school athletic program	32	28	34	33	34	32	29	34	35
Yes, such a program would be beneficial and would lead to a desirable reduction in present inter-school athletics	30	29	30	29	27	30	30	30	28
No	7	9	5	3	7	8	9	6	4
Undecided	5	5	5	4	7	4	6	4	5
No response	1	0	1	1	1	1	1	1	2

TABLE 42B

Assuming that both equipment and personnel are available, do you feel that a well conducted after school recreation and intramural program would prove valuable at the junior high school level?

TABLE 43B

In your opinion, what proportion of the junior high school teachers' course work preparation should be concerned with methodology?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
10% methodology and 90% content	9	10	8	10	12	8	10	9	8
20% methodology and 80% content	29	29	29	31	28	28	29	28	29
30% methodology and 70% content	31	29	32	32	31	31	30	31	33
40% methodology and 60% content	14	15	14	9	12	16	14	15	13
50% methodology and 50% content	11	11	11	10	11	11	11	11	11
60% methodology and 40% content	3	2	4	3	3	4	3	4	3
70% methodology and 30% content	2	2	2	2	1	2	2	2	1
80% methodology and 20% content	1	1	0	1	0	0	1	0	0
90% methodology and 10% content	0	0	0	0	1	0	0	0	0
No response	1	1	1	1	1	0	1	0	1

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TABLE 44B

Which of the following statements best describes your feelings toward federal aid to secondary schools?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CE	West	Small	Medium	Large
I favor federal aid to public schools only	53	52	54	50	51	55	48	54	60
I favor federal aid to private schools only	0	0	0	0	1	0	0	1	0
I favor federal aid to both public and private schools	24	24	24	32	26	20	22	25	22
I am against federal aid to either public or private schools	11	12	10	6	11	12	12	10	10
I am undecided about this problem	12	12	11	11	11	12	16	10	8
No response	0	0	0	1	0	0	1	0	0

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
4. The adolescent with emphasis on emotional development	64	70	55	64	54	69	66
5. The history, purposes and functions of the junior high school	11	12	8	9	8	12	12
6. Guidance in the junior high school	27	30	21	26	22	30	29
7. Teaching junior high school subjects	37	41	30	30	33	38	37
8. Teaching of reading	35	37	31	33	33	37	35
9. Practice teaching at junior high school level	43	54	30	43	39	45	44
10. Junior high school curriculum	16	19	16	16	15	18	15

All entries in the table refer to the percent of principals selecting alternative "1" (absolutely essential).

TABLE 45B

Generally the professional education of junior high school teachers should include "special courses geared to the junior high school." Listed below are seven study areas of relevant concern for junior high teachers.

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TABLE 46B

Below are listed six courses or subjects of potential value to a beginning junior high school principal. These subjects either are or could be taught in schools of education. Using the alternatives provided, indicate your belief about the importance of each to the beginning principal.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
1. Junior high school organization	38	34	41	44	39	30	35	40	40
2. Curriculum development in the junior high school	44	37	50	50	42	43	41	47	45
3. Planning, scheduling, and extra-curricular activities in junior high school	13	11	14	11	13	10	10	16	11
4. Counseling, guidance theory and practice in the junior high school	27	20	30	30	27	26	22	28	30
5. School business management in the junior high school	7	7	7	3	12	7	8	8	5
6. Psychology of early adolescence	46	39	52	57	40	44	41	48	51

All entries in the table reflect the percent of principals selecting the listed course as absolutely essential.

B-17

TABLE 47B

Questions in these tables are concerned with why many junior high school teachers gravitate to either elementary or senior high positions. Using the alternatives provided, indicate the relative importance of the following suggested causes for this turnover problem.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Lack of status and/or recognition in the junior high school	17	19	17	21	14	17	17	17	19
More money at other levels	8	12	7	7	8	9	14	7	5
Better facilities at other levels	12	15	10	12	10	12	18	9	7
Subject matter interest	36	34	37	38	32	36	31	36	43
Student teacher ratio at other levels	12	12	13	10	16	12	13	12	12
Lack of teaching preparation periods at the junior high levels	12	13	12	11	12	12	14	12	8

The entries in the table reflect the percent of respondents who describe the listed cause as being an important factor in turnover.

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TABLE 48B

Questions in these tables are concerned with some of the changes taking place in junior high school curricula. Based on your experience as a junior high school principal, indicate the relative importance of the proposed changes by selecting the appropriate alternative.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
1. Trend toward a non-graded system	25	22	24	25	24	23	22	24	25
2. Increased emphasis on reading	74	67	78	76	76	67	69	70	78
3. Increased emphasis on foreign language	21	18	20	31	20	17	15	21	26
4. Increased emphasis on "new" math	44	40	46	43	46	43	40	44	47
5. Increased emphasis on science programs	36	31	38	43	40	32	33	35	40
6. Greater selection of elective courses	28	20	32	31	25	21	20	24	31
7. Increased home study requirements	13	14	13	18	13	11	14	12	14
8. Ability grouping according to subject matter	30	36	28	30	41	30	38	37	28
9. Increased use of audio-visual equipment	37	33	40	40	42	33	35	38	39
10. Tendency towards departmentalization	23	21	25	26	21	23	27	23	23
11. Earlier introduction of certain curricular content.	28	26	30	35	30	21	27	28	28

The entries in the table refer to the percent of the respondents who consider the listed innovation a "very important change."

B-18

TABLE 49B

Listed below are statements describing relative degrees of student departmentalization. Select the one statement that best describes your present system of departmentalization.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Complete subject departmentalization with no block time	51	50	52	59	47	49	58	49	46
Complete subject departmentalization for grades 8-9, and partial subject departmentalization for grade 7	13	11	14	7	14	15	8	14	18
Complete subject departmentalization for only grade 9. Block time and partial departmentalization for grades 7 and 8	15	15	15	14	17	16	9	19	18
Block time and partial departmentalization at all grade levels	12	13	11	11	13	12	13	12	11
Departmentalization is minimal at grade 7 and gradually increases in grades 8 and 9. There is some block time at all levels	4	5	3	3	4	4	4	3	4
No departmentalization	1	2	1	1	1	1	1	1	0
Other	3	4	3	4	4	3	6	2	3
No response	0	0	0	0	0	0	0	0	0

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TABLE 50B

This question pertains to which system of departmentalization you prefer. Choose only one answer.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Complete subject departmentalization with no block time	34	31	35	41	30	32	37	30	35
Complete subject departmentalization for grades 8-9, and partial subject departmentalization for grade 7	17	18	17	16	15	19	15	19	19
Complete subject departmentalization for only grade 9. Block time and partial departmentalization for grades 7 and 8	19	18	20	15	18	21	16	22	19
Block time and partial departmentalization at all grade levels	14	17	13	14	17	14	16	14	14
Departmentalization should be minimal at grade 7 and gradually increase in grades 8 and 9. There should be some block time at all levels	12	12	12	10	15	12	14	12	10
No departmentalization	0	0	0	0	0	0	0	1	0
Other	3	2	3	4	4	2	2	3	3
No response	0	0	0	0	0	0	0	0	0

TABLE 51B

Which of the following statements best describes your school's operating policy toward "ability" grouping of pupils for instruction?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Grouping is carried out in all grade levels and in all subject areas	15	29	15	10	17	13	17
Grouping is carried out in all grade levels, but is restricted to certain subject areas	53	54	48	54	50	64	53
Grouping is carried out in only certain grade levels, but the grouping is done in all subject areas at these levels	5	6	5	4	7	3	4
Grouping is carried out only in certain grade levels and is restricted to certain subject areas at these levels	15	6	15	19	19	15	11
We do not have "ability" grouping	9	2	15	10	18	6	2
Other	3	3	1	3	3	4	3
No response	0	0	1	0	1	0	0

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TABLE 52B

Based on your experience, what do you feel would be the ideal "ability" grouping policy for a junior high school?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
There should be no "ability" grouping	7	4	7	7	8	7	4
"Ability" grouping should be carried out in all grade levels and in all subject areas	19	26	26	13	25	15	19
"Ability" grouping should be carried out in all grade levels, but should be restricted to certain subject areas	52	49	47	55	41	57	59
"Ability" grouping should be carried out in only certain grade levels, but the grouping should be done in all subject areas at these levels	3	3	3	3	4	2	2
"Ability" grouping should be carried out in only certain grade levels and should be restricted to certain subject areas at these levels	14	12	13	16	16	14	12
Other	4	4	3	4	4	4	3
No response	1	1	1	1	1	0	1

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Grades	1	1	1	1	2	0	1
I.Q. scores	0	0	1	1	0	0	1
Teachers' judgments	2	1	2	2	2	2	0
Standardized achievement tests	0	2	2	2	3	2	2
Some combination of two or more of the above	84	93	79	80	73	89	90
Other	1	0	0	1	1	1	1
We don't have ability grouping	9	3	15	10	18	5	4
No response	0	0	0	0	0	0	0

TABLE 53B

In the school of which you are principal, what criteria are being used for "ability" grouping?

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TABLE 54B

Many educators have questioned the role of modern foreign languages in contributing to the ultimate goals of a good educational program in the junior high school. What are your feelings concerning the election of a foreign language program at the junior high level?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
It should be part of the required curriculum for grades 7-9	10	17	11	6	9	9	11
It should be part of the required curriculum for grades 8-9, and possibly an elective in grade 7	3	4	7	4	7	4	3
It should be part of the elective program for all grades	53	45	49	55	48	56	52
It should only be offered in grades 8-9 and then as an elective	22	14	16	26	25	20	23
Other	10	14	7	9	11	10	9
No response	1	1	1	1	1	1	1

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes, and we don't like it	7	10	4	7	8	6	8	6	7
Yes, and we like it	76	71	78	76	67	79	80	80	69
No, but we would like to have one	13	16	12	12	24	11	10	13	17
No, and we have no desire to start one	3	3	3	3	2	3	2	1	4
No response	1	0	1	1	0	0	1	0	1

TABLE 55B

Does your junior high school have one of the "new" modern math programs?

TABLE 56B

Listed below are six statements describing possible contributions of team teaching in the junior high school. Using the alternatives provided, indicate the relative importance of each contribution to the overall goals of the junior high school education.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
1. It is a time-saving plan for teachers allowing more time for teacher preparation	18	17	20	17	19	18	15
2. Pupils obtain more than one point of view from multiple-teacher assignments	30	30	32	30	29	33	28
3. Leads to increased flexibility in scheduling and for taking care of individual differences	41	45	46	38	41	42	38
4. It promotes subject matter integration	29	31	29	28	25	30	32
5. It allows the student to capitalize on the teachers' specific abilities and backgrounds	62	65	59	62	58	63	63
6. Facilitates independent study	27	29	25	26	24	29	26

The entries in the table reflect the percent of respondents who feel that the listed alternative is of "major importance."

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TABLE 57B

List general activities which may be available in your junior high school. Using the alternatives provided, indicate the presence or absence as well as the relative desirability of the activity at your school.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
1. Service clubs	61	69	59	59	41	68	76
2. Scholarship or honor societies	47	48	55	44	36	46	62
3. Interest clubs	61	75	58	61	43	70	80
4. Subject centered clubs (science club, Spanish club)	63	72	61	61	44	69	81
5. Athletically connected clubs (cheerleaders, pep clubs, etc.)	69	67	75	68	69	71	67
6. Strictly social clubs	4	5	3	3	3	3	5

The entries in the table refer to the percent of the principals who feel that the activity in question is both "present and desirable."

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
In favor of formal recognition or evaluation at the regional level	22	21	20	26	20	24	23
In favor of formal recognition or evaluation at the state level	35	33	37	37	40	38	25
In favor of formal recognition or evaluation at the local level	29	28	28	30	28	26	34
Formal recognition or evaluation, regardless of who does it, will not lead to any significant improvement	12	15	9	11	10	11	17
No response	2	3	1	1	2	1	1

TABLE 58B

Considerable controversy has been generated over both the relative value of formal recognition or evaluation as well as who should do it. What is your reaction to the movement towards formal recognition or evaluation of the total school as a means of facilitating improvement in the junior high school?

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TABLE 59B

Do you feel that the goals and needs associated with junior high principalships are fairly represented in the policies of the State Association of Secondary School Principals?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Yes, very definitely	17	16	20	16	12	19	20
Yes, but our particular problems deserve somewhat more attention than they are presently receiving	50	50	48	50	47	49	53
No, on the whole the junior high principals have little to say concerning the associations' policies	12	13	10	13	13	13	11
No, the State Association of Secondary-School policies are almost entirely dominated by senior high administrators	7	8	8	7	7	8	5
No, our particular problems justify a separate organization in our state	11	9	10	11	15	9	7
No response	3	4	3	3	5	1	3

TABLE 60B

Do you feel that the goals and needs associated with junior high principalships are fairly represented in the policies of the National Association of Secondary School Principals?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Yes, very definitely	20	22	25	17	19	22	21
Yes, but our particular problems deserve somewhat more attention than they are presently receiving	51	48	49	52	45	51	56
No, on the whole the junior high principals have little to say concerning the associations' policies	9	12	4	10	11	8	10
No, The National Association of Secondary-School Principals' policies are almost entirely dominated by senior high administrators	7	7	8	7	8	8	5
No, our particular problems justify an entirely separate organization	10	7	11	11	14	9	6
No response	3	3	3	3	3	2	2

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TABLE 61B

During the school year, on the average, how many hours a week do you work at your job as a principal?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Less than 40 hours	4	7	2	3	2	4	9	1	0
40-49 hours	29	30	28	32	27	26	28	27	26
50-59 hours	54	49	56	50	54	55	50	57	54
60-69 hours	12	11	11	12	13	12	11	12	15
70 hours or more	3	2	3	3	4	2	2	2	4
No response	0	0	0	0	0	0	0	0	0

The next 36 tables indicate the approximate percent of the principals' time during a "typical" week going into the listed activities.

TABLE 62-1

Administrative planning with superiors such as superintendent.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	6-3-4	Other	Low	Medium	High
No time devoted to this activity	8	7	10	8	9	6	10	11	6	8
1% to 3% of my time	50	51	48	50	51	51	48	55	51	42
4% to 6% of my time	25	25	24	25	24	32	23	22	26	28
7% to 9% of my time	7	7	7	7	7	4	6	5	7	8
10% to 12% of my time	8	7	8	7	8	6	9	4	7	12
13% to 15% of my time	1	1	1	1	1	2	2	0	1	2
16% to 18% of my time	0	0	0	1	0	0	0	1	0	0
19% to 21% of my time	0	0	0	1	0	0	0	0	0	0
22% or more of my time	0	0	1	1	1	0	1	1	0	0
No response	1	1	1	0	1	0	1	1	1	0

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TABLE 62B-1

Administrative planning with superiors such as superintendent.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NB	SB	West	Small	Medium	Large
No time devoted to this activity	8	11	7	9	12	6	10	6	8
1% to 3% of my time	50	50	49	49	59	48	50	51	50
4% to 6% of my time	25	24	26	22	20	28	23	26	26
7% to 9% of my time	7	7	7	7	3	8	7	7	7
10% to 12% of my time	8	7	7	9	4	8	8	8	7
13% to 15% of my time	1	1	1	1	0	1	1	1	1
16% to 18% of my time	0	0	1	1	0	0	0	1	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0
22% or more of my time	0		0	1	0	0	0	0	0
No response	1	0	0	1	1	0	1	0	0

TABLE 62-2

Administrative planning by yourself or with subordinate administrators.

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	1	1	4	1	2	2	2	4	1	1
1% to 3% of my time	11	9	16	10	12	14	13	14	10	8
4% to 6% of my time	21	21	21	21	23	26	19	25	21	19
7% to 9% of my time	16	16	13	16	14	11	13	14	16	16
10% to 12% of my time	26	27	23	26	25	25	27	23	27	26
13% to 15% of my time	8	9	7	9	8	7	8	6	8	11
16% to 18% of my time	4	4	3	4	2	1	3	3	4	4
19% to 21% of my time	5	5	4	5	3	6	4	4	5	6
22% or more of my time	8	7	8	7	7	8	10	8	7	9
No response	1	1	1	1	1	0	1	1	1	0

TABLE 62B-2

Administrative planning by yourself or with subordinate administrators.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	1	2	1	1	1	1	3	1	0
1% to 3% of my time	10	14	10	9	11	11	15	10	3
4% to 6% of my time	21	22	21	19	23	22	22	22	20
7% to 9% of my time	15	15	15	14	15	16	15	16	17
10% to 12% of my time	26	24	27	24	27	27	24	27	28
13% to 15% of my time	8	8	8	11	7	7	7	8	11
16% to 18% of my time	4	4	4	5	3	3	3	4	4
19% to 21% of my time	5	5	6	6	5	5	5	5	6
22% or more of my time	8	7	8	10	7	7	7	7	8
No response	1	1	1	1	1	1	1	1	1

TABLE 62-3

Meetings with groups of teachers regarding curriculum and instructional matters.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	1	1	3	1	2	2	2	3	1	1
1% to 3% of my time	27	25	35	25	29	24	35	31	27	22
4% to 6% of my time	31	30	34	31	31	38	28	32	31	31
7% to 9% of my time	15	16	11	15	15	13	13	13	14	17
10% to 12% of my time	11	17	10	16	14	15	13	14	15	18
13% to 15% of my time	5	5	3	5	4	3	4	3	5	5
16% to 18% of my time	2	2	1	2	1	1	1	2	2	2
19% to 21% of my time	2	2	1	2	2	2	2	1	2	2
22% or more of my time	1	2	1	2	1	2	1	2	1	2
No response	1	0	1	1	1	1	1	1	1	0

TABLE 62B-3

Meetings with groups of teachers regarding curriculum and instructional matters.

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Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	1		1	1	1	2	3	1	1
1% to 3% of my time	27	31	24	28	21	29	33	24	24
4% to 6% of my time	31	32	31	28	31	32	33	31	28
7% to 9% of my time	15	14	16	12	19	15	12	16	16
10% to 12% of my time	15	13	17	16	18	14	12	17	17
13% to 15% of my time	5	3	6	5	6	4	4	5	6
16% to 18% of my time	2	2	1	2	2	1	1	2	2
19% to 21% of my time	2	2	2	3	3	1	1	2	3
22% or more of my time	1	1	1	2	2	1	1	2	2
No response	1	0	0	1	1	0	1	1	0

TABLE 62-4

Meetings with groups of teachers on matters other than curriculum and instruction.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	5	4	8	4	6	6	5	6	4	7
1% to 3% of my time	44	43	49	43	46	49	49	49	45	40
4% to 6% of my time	28	29	27	29	28	25	24	25	30	28
7% to 9% of my time	11	11	7	11	9	7	10	9	10	12
10% to 12% of my time	8	9	6	9	7	9	7	7	7	11
13% to 15% of my time	2	2	1	2	2	1	2	1	2	2
16% to 18% of my time	1	1	0	1	1	0	1	1	1	1
19% to 21% of my time	0	0	1	0	1	2	0	0	0	1
22% or more of my time	0	0	0	0	0	0	1	0	0	0
No response	1	1	1	1	1	1	1	1	1	0

TABLE 62B-4

Meetings with groups of teachers on matters other than curriculum and instruction.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	5	6	4	5	5	4	7	3	4
1% to 3% of my time	44	46	43	43	41	46	46	44	41
4% to 6% of my time	28	26	28	28	29	29	28	29	28
7% to 9% of my time	11	12	11	11	12	10	9	11	14
10% to 12% of my time	8	8	10	8	8	8	7	8	10
13% to 15% of my time	2	1	1	2	2	1	2	2	2
16% to 18% of my time	1	0	1	1	1	1	1	1	0
19% to 21% of my time	0	0	1	1	1	0	0	1	1
22% or more of my time	0	0	0	0	0	0	0	0	0
No response	1	0		1	1	1	1	0	1

TABLE 62-5

Work with individual teachers in relation to their teaching proficiency.

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	2	1	4	1	2	3	3	3	1	1
1% to 3% of my time	23	20	31	21	31	27	27	33	21	18
4% to 6% of my time	24	24	25	24	22	26	28	23	25	23
7% to 9% of my time	14	14	12	14	12	12	13	13	14	12
10% to 12% of my time	18	19	12	19	17	13	14	13	19	20
13% to 15% of my time	7	8	4	8	6	7	5	6	7	8
16% to 18% of my time	3	4	2	3	3	1	3	3	3	4
19% to 21% of my time	4	4	2	5	3	3	2	2	4	5
22% or more of my time	5	5	2	5	3	4	4	2	4	7
No response	1	1	1	0	1	1	1	1	1	1

TABLE 62B-5

Work with individual teachers in relation to their teaching proficiency.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	2	4	1	1	2	2	5	0	0
1% to 3% of my time	23	27	22	18	26	24	32	20	16
4% to 6% of my time	24	26	24	22	25	25	25	26	21
7% to 9% of my time	14	14	15	14	14	13	11	14	16
10% to 12% of my time	18	14	17	18	16	18	14	19	20
13% to 15% of my time	7	5	8	9	6	6	5	8	9
16% to 18% of my time	3	3	3	4	3		2	4	3
19% to 21% of my time	4	3	4	5	4	4	2	4	7
22% or more of my time	4	3	5	7	3	4	3	5	7
No response	1	0	1	1	1	1	1	1	0

TABLE 62-6

Supervision of non-certified personnel (plant and grounds maintenance, etc.)

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	9	7	16	8	12	9	14	9	8	9
1% to 3% of my time	51	52	48	52	51	46	45	48	52	53
4% to 6% of my time	23	24	19	24	20	25	22	21	23	23
7% to 9% of my time	8	8	8	8	9	9	6	8	8	7
10% to 12% of my time	6	6	5	6	5	9	7	8	5	5
13% to 15% of my time	1	1	2	1	1	2	2	2	1	1
16% to 18% of my time	1	1	1	0	1	1	2	1	1	1
19% to 21% of my time	0	0	0	1	0	0	1	1	-	0
22% or more of my time	0	0	0	0	1	0	0	1	0	0
No response	1	1	1	0	1	0	1	0	1	0

TABLE 62B-6

Supervision of non-certified personnel (plant and grounds maintenance, etc.)

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Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	S	West	Small	Medium	Large
No time devoted to this activity	9	10	8	11	5	10	13	7	7
1% to 3% of my time	51	51	50	54	40	53	47	52	53
4% to 6% of my time	23	21	24	20	27	23	21	24	23
7% to 9% of my time	8	8	7	5	12	7	8	8	7
10% to 12% of my time	6	6	6	7	9	5	5	6	7
13% to 15% of my time	1	1	2	1	3	1	2	1	1
16% to 18% of my time	1	1	0	1	2	0	2	1	
19% to 21% of my time		1	0	0	1	1	0	1	1
22% or more of my time	0	0	2	0	0	0	3	0	0
No response	1	1	0	1	1	0	1	1	0

TABLE 62-7

Meetings with students on disciplinary matters.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	4	4	3	4	2	2	3	2	4	6
1% to 3% of my time	32	30	36	31	33	34	35	32	29	37
4% to 6% of my time	20	19	23	19	25	25	21	21	21	19
7% to 9% of my time	11	11	11	11	10	7	9	10	11	9
10% to 12% of my time	14	14	15	14	16	16	14	15	15	12
13% to 15% of my time	6	7	5	7	4	7	7	6	7	5
16% to 18% of my time	4	4	2	3	3	4	3	4	3	3
19% to 21% of my time	4	5	3	5	4	2	3	4	4	4
22% or more of my time	4	5	1	5	3	3	4	4	5	4
No response	1	1	1	0	1	0	1	1	1	0

TABLE 62B-7

Meetings with students on disciplinary matters.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	S	West	Small	Medium	Large
No time devoted to this activity	4	2	4	6	3	4	2	3	8
1% to 3% of my time	32	36	33	32	34	31	33	28	37
4% to 6% of my time	20	21	20	19	21	20	24	19	16
7% to 9% of my time	11	13	10	10	10	11	11	11	10
10% to 12% of my time	14	14	14	15	14	14	16	15	11
13% to 15% of my time	6	6	6	4	6	7	5	8	5
16% to 18% of my time	4	4	3	4	3	3	3	5	3
19% to 21% of my time	4	4	4	4	4	4	3	6	4
22% or more of my time	4	5	5	4	4	5	3	5	5
No response	1	1	0	1	1	0	1	0	0

TABLE 62-8

Meetings with students on matters other than discipline.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	K-2-4	K-3-4	Other	Low	Medium	High
No time devoted to this activity	3	2	3	2	2	2	3	2	2	3
1% to 5% of my time	42	42	40	41	44	48	39	39	41	45
6% to 9% of my time	28	29	26	30	27	26	27	27	28	30
7% to 9% of my time	10	10	10	11	8	12	10	12	10	9
10% to 12% of my time	10	10	11	10	10	8	13	10	11	8
13% to 15% of my time	3	3	4	3	4	4	3	3	4	2
16% to 18% of my time	1	1	2	1	1	2	2	2	1	1
19% to 21% of my time	1	1	1	1	1	0	1	1	1	1
22% or more of my time	1	1	1	1	2	0	1	2	1	1
No response	1	0	1	0	1	0	1	1	1	0

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TABLE 62B-8

Meetings with students on matters other than discipline.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	S	West	Small	Medium	Large
No time devoted to this activity	3	2	3	3	3	2	3	2	3
1% to 5% of my time	43	45	40	48	36	41	40	41	47
6% to 9% of my time	29	26	31	27	31	28	28	28	30
7% to 9% of my time	10	11	10	8	13	10	11	11	8
10% to 12% of my time	10	9	10	7	10	11	10	12	7
13% to 15% of my time	3	3	4	3	3	3	3	3	3
16% to 18% of my time	1	2	1	1	2	1	2	1	1
19% to 21% of my time	1	1	1	1	1	1	1	1	0
22% or more of my time	1	1	1	1	1	1	2	1	0
No response	1	0	0	1	0	1	1	0	0

TABLE 62-9

Meetings with parents.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	K-2-4	K-3-4	Other	Low	Medium	High
No time devoted to this activity	4	1	5	2	3	4	3	4	2	1
1% to 5% of my time	50	46	55	47	48	59	53	56	54	49
6% to 9% of my time	29	32	19	31	24	25	25	26	28	35
7% to 9% of my time	9	10	6	10	7	6	9	6	9	10
10% to 12% of my time	6	7	3	7	5	4	6	6	6	7
13% to 15% of my time	2	2	1	2	1	1	1	1	2	1
16% to 18% of my time	0	0	0	0	0	1	1	0	0	1
19% to 21% of my time	1	1	0	1	0	1	0	0	1	1
22% or more of my time	0	0	0	0	0	0	1	0	0	0
No response	1	1	1	0	1	0	1	1	1	0

TABLE 62B-9

Meetings with parents.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	3	2	2	2	2	2	4	1	1
1% to 3% of my time	50	54	50	44	48	52	52	47	37
4% to 6% of my time	29	26	28	31	30	28	21	32	36
7% to 9% of my time	7	7	10	10	9	9	9	10	12
10% to 12% of my time	6	5	7	8	6	6	4	7	8
13% to 15% of my time	2	2	1	1	1	1	1	2	3
16% to 18% of my time	0	1	0	1	2	0	0	0	1
19% to 21% of my time	1	1	0	1	1	0	0	1	1
22% or more of my time	0	0	0	0	1	0	0	1	0
No response	1	1	1	1	1	1	1	0	0

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TABLE 62-10

Meetings with laymen, either groups or individuals (not as parents).

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	K-2-4	6-3-4	Other	Low	Medium	High
No time devoted to this activity	13	15	27	16	24	20	18	22	17	13
1% to 3% of my time	55	67	59	66	62	70	65	62	67	65
4% to 6% of my time	12	13	9	13	9	6	12	11	12	15
7% to 9% of my time	2	2	2	2	2	3	3	2	2	2
10% to 12% of my time	1	1	1	2	0	1	1	1	1	2
13% to 15% of my time	1	0	0	0	1	0	0	0	0	0
16% to 18% of my time	0	0	0	0	0	0	0	0	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	0	0	0	0	0	0
No response	1	1	1	1	1	1	1	1	1	0

TABLE 62B-10

Meetings with laymen, either groups or individuals (not as parents).

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	18	24	16	19	16	18	23	16	13
1% to 3% of my time	66	62	67	65	65	65	63	68	66
4% to 6% of my time	12	10	13	11	12	12	9	13	14
7% to 9% of my time	2	2	2	2	3	2	2	2	3
10% to 12% of my time	1	1	1	1	1	1	1	1	2
13% to 15% of my time	0	0	0	1	0	0	1	0	1
16% to 18% of my time	0	0	0	0	0	0	0	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	1	0	0	0	0
No response	1	0	1	1	1	1	1	1	0

TABLE 62-11

Classroom teaching (and preparation).

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Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	73	79	47	77	64	66	57	61	75	79
1% to 3% of my time	10	9	12	10	9	7	11	10	10	10
4% to 6% of my time	4	4	5	4	4	4	4	5	3	3
7% to 9% of my time	2	2	3	2	2	2	3	2	2	2
10% to 12% of my time	2	2	5	2	2	5	5	4	2	2
13% to 15% of my time	1	1	2	1	2	2	2	2	1	1
16% to 18% of my time	1	0	2	0	2	3	1	1	1	0
19% to 21% of my time	1	0	2	0	1	1	1	0	0	0
22% or more of my time	6	2	21	3	13	11	14	13	5	2
No response	1	1	1	1	1	0	2	1	1	1

TABLE 62B-11

Classroom teaching (and preparation).

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	72	64	75	79	69	71	52	82	84
1% to 3% of my time	10	10	9	10	8	10	12	9	8
4% to 6% of my time	4	5	4	3	6	4	5	4	4
7% to 9% of my time	2	2	2	1	2	2	3	1	1
10% to 12% of my time	2	3	2	2	4	2	5	2	2
13% to 15% of my time	1	2	1	1	2	1	2	0	0
16% to 18% of my time	1	1	1	0	1	1	2	0	0
19% to 21% of my time	1	1	1	0	1	1	2	0	0
22% or more of my time	6	12	5	3	6	7	17	0	0
No response	1	0	1	1	1	1	1	1	0

TABLE 62-12

Supervision of extra-curricular activities.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	14	15	11	13	15	16	13	13	13	19
1% to 3% of my time	43	45	40	44	45	43	42	41	44	44
4% to 6% of my time	23	23	24	24	22	26	23	25	23	23
7% to 9% of my time	8	8	9	9	7	6	8	7	9	6
10% to 12% of my time	6	6	8	6	7	4	7	8	6	5
13% to 15% of my time	2	1	3	2	2	1	2	1	2	1
16% to 18% of my time	1	1	1	1	0	1	2	1	1	0
19% to 21% of my time	1	0	1	0	1	2	1	1	1	0
22% or more of my time	1	0	1	0	1	2	1	1	0	1
No response	1	1	1	1	1	0	1	1	1	0

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TABLE 62B-12

Supervision of extra-curricular activities.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	14	13	15	21	15	11	11	15	15
1% to 3% of my time	44	44	45	49	45	42	41	44	48
4% to 6% of my time	23	24	23	19	23	25	24	24	22
7% to 9% of my time	8	9	8	6	8	9	10	8	7
10% to 12% of my time	6	6	6	3	7	7	8	6	6
13% to 15% of my time	2	1	1	1	1	2	2	2	1
16% to 18% of my time	1	1	1	0	0	1	1	1	0
19% to 21% of my time	1	0	1	1	1	1	1	0	0
22% or more of my time	0	1	0	0	1	1	1	0	0
No response	1	1	1	1	1	1	1	1	0

TABLE 62-13

Correspondence.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	2	2	3	2	3	1	2	2	2	2
1% to 3% of my time	53	49	55	48	58	61	47	55	52	41
4% to 6% of my time	28	29	25	29	24	24	30	25	28	34
7% to 9% of my time	9	9	8	10	7	8	10	8	9	12
10% to 12% of my time	7	7	6	7	6	3	7	6	7	8
13% to 15% of my time	1	2	1	2	1	1	2	1	1	2
16% to 18% of my time	1	1	0	1	0	1	1	1	0	1
19% to 21% of my time	1	0	1	1	0	1	0	1	0	0
22% or more of my time	0	0	0	0	0	0	0	0	0	0
No response	1	1	1	0	1	0	1	1	1	0

TABLE 62B-13

Correspondence.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	2	2	2	1	2	2	3	2	1
1% to 3% of my time	50	54	50	41	53	53	56	53	41
4% to 6% of my time	28	28	28	31	23	28	26	29	31
7% to 9% of my time	9	9	9	11	9	9	7	9	13
10% to 12% of my time	7	6	7	10	7	6	5	7	9
13% to 15% of my time	1	1	2	0	2	1	1	1	3
16% to 18% of my time	1	1	1	1	2	0	1	0	1
19% to 21% of my time	0	0	1	1	0	0	0	0	1
22% or more of my time	0	0	0	0	0	0	0	0	0
No response	1	1	0	1	1	1	1	1	0

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TABLE 62-14

Reading professional literature (books, journals, etc.).

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	2	2	3	2	2	2	3	3	2	2
1% to 3% of my time	42	40	47	41	44	41	46	43	43	39
4% to 6% of my time	33	34	30	34	31	36	32	31	33	35
7% to 9% of my time	11	12	10	11	12	14	9	8	12	12
10% to 12% of my time	8	9	6	8	8	5	8	9	7	7
13% to 15% of my time	2	2	2	2	1	2	2	2	2	2
16% to 18% of my time	1	0	0	1	0	0	0	1	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	0	0	0	1	0	0
No response	1	1	1	1	1	0	1	1	1	0

TABLE 62B-14

Reading professional literature (books, journals, etc.).

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	2	2	2	3	2	2	3	1	2
1% to 3% of my time	42	45	40	38	36	45	46	40	40
4% to 6% of my time	33	31	34	32	36	33	30	35	33
7% to 9% of my time	11	11	12	14	10	11	10	12	13
10% to 12% of my time	8	8	9	9	11	7	8	8	9
13% to 15% of my time	2	1	2	3	2	1	2	2	2
16% to 18% of my time	0	0	0	0	1	0	1	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	1	0	0	0	0
No response	1	1	0	1	1	0	1	1	0

TABLE 62-15

Participation in professional educational groups (local, state, national).

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	K-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	6	5	7	5	6	5	10	6	5	6
1% to 3% of my time	64	63	67	64	68	69	59	66	64	61
4% to 6% of my time	21	21	19	21	17	18	22	19	21	22
7% to 9% of my time	5	6	4	5	5	5	5	5	5	7
10% to 12% of my time	3	3	2	3	2	1	3	3	3	4
13% to 15% of my time	0	1	0	1	0	0	0	0	1	0
16% to 18% of my time	0	0	0	0	0	0	0	0	0	0
19% to 21% of my time	0	0	0	0	0	1	0	0	0	0
22% or more of my time	0	0	0	1	0	1	0	0	0	0
No response	1	1	1	1	1	1	1	0	1	0

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TABLE 62B-15

Participation in professional educational groups (local, state, national).

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	6	7	5	7	3	6	9	4	4
1% to 3% of my time	64	68	63	64	64	64	66	63	64
4% to 6% of my time	21	17	21	18	22	21	17	23	20
7% to 9% of my time	5	4	6	5	6	5	5	5	7
10% to 12% of my time	3	3	2	4	2	3	2	3	4
13% to 15% of my time	0	0	1	1	0	0	0	0	0
16% to 18% of my time	0	0	0	0	0	0	0	0	0
19% to 21% of my time	0	0	1	0	1	0	0	0	0
22% or more of my time	0	0	0	0	0	0	0	0	0
No response	1	1	0	1	1	1	1	1	0

TABLE 62-16

Private thought and reflection about administrative problems.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	3	3	4	3	3	3	2	3	3	3
1% to 3% of my time	38	36	43	37	39	41	41	39	38	38
4% to 6% of my time	29	29	26	29	26	28	27	27	29	27
7% to 9% of my time	11	11	9	11	11	9	8	11	11	1[illegible]
10% to 12% of my time	11	11	10	11	12	10	11	10	11	12
13% to 15% of my time	3	3	2	3	3	2	3	3	3	3
16% to 18% of my time	1	1	2	1	1	1	2	1	1	1
19% to 21% of my time	1	2	1	1	2	3	1	1	1	2
22% or more of my time	2	3	2	3	2	2	3	3	2	3
No response	1	1	1	1	1	1	2	1	1	1

TABLE 62B-16

Private thought and reflection about administrative problems.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	3	4	3	3	2	4	3	3	3
1% to 3% of my time	38	40	37	34	36	39	41	36	35
4% to 6% of my time	28	26	29	29	30	28	27	29	30
7% to 9% of my time	11	10	12	9	12	11	10	11	11
10% to 12% of my time	11	12	11	12	11	10	10	12	10
13% to 15% of my time	3	3	3	4	3	2	3	3	3
16% to 18% of my time	1	1	1	1	1	1	1	1	1
19% to 21% of my time	1	1	2	2	2	1	1	1	2
22% or more of my time	3	2	3	4	2	2	2	3	3
No response	1	1	1	2	1	1	1	1	1

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TABLE 62-17

Testing activities.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	41	44	28	45	32	32	31	30	43	46
1% to 3% of my time	46	45	48	44	51	51	48	51	44	43
4% to 6% of my time	8	7	13	7	10	13	13	11	8	7
7% to 9% of my time	2	2	5	2	3	1	3	4	2	1
10% to 12% of my time	2	1	4	1	3	2	3	2	2	1
13% to 15% of my time	0	0	1	0	0	1	1	1	0	0
16% to 18% of my time	0	0	0	0	0	0	0	0	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	0	0	0	0	0	0
No response	1	1	1	1	1	1	1	1	1	1

TABLE 62B-17

Testing activities.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	41	37	42	44	32	42	28	45	52
1% to 3% of my time	45	45	44	42	51	45	51	45	39
4% to 6% of my time	8	10	8	9	10	8	12	7	6
7% to 9% of my time	2	3	2	2	3	2	4	2	1
10% to 12% of my time	2	3	1	1	2	2	3	1	1
13% to 15% of my time	0	0	0	0	1	0	1	0	0
16% to 18% of my time	0	0	1	0	0	0	0	0	0
19% to 21% of my time	0	0	0	0	0	0	0	0	0
22% or more of my time	0	0	0	0	0	0	0	0	0
No response	1	1	1	1	1	1	1	1	1

TABLE 62-18

Other professional activities not listed above.

Response Alternative	Total	Location		School Organizational Grade Structure				Per Pupil Expenditure		
		Urban	Rural	6-3-3	6-2-4	5-3-4	Other	Low	Medium	High
No time devoted to this activity	10	10	13	10	13	9	11	13	10	11
1% to 3% of my time	34	33	37	33	35	41	34	38	33	30
4% to 6% of my time	19	19	18	20	19	13	23	20	20	18
7% to 9% of my time	9	10	8	10	7	10	8	7	10	9
10% to 12% of my time	11	11	10	10	12	13	11	9	11	13
13% to 15% of my time	3	3	3	3	2	2	3	2	4	3
16% to 18% of my time	2	2	2	2	3	1	1	2	2	1
19% to 21% of my time	3	3	1	3	2	4	2	2	2	3
22% or more of my time	7	7	5	8	5	5	5	6	6	10
No response	2	2	2	1	2	3	2	1	2	2

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TABLE 62B-18

Other professional activities not listed above.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No time devoted to this activity	10	12	10	11	8	11	12	10	10
1% to 3% of my time	34	34	33	30	40	33	34	34	32
4% to 6% of my time	19	18	20	19	19	19	19	20	20
7% to 9% of my time	9	8	10	9	10	9	9	9	11
10% to 12% of my time	11	11	11	12	8	11	11	11	10
13% to 15% of my time	3	3	3	4	3	3	2	4	3
16% to 18% of my time	2	2	2	2	2	2	2	2	2
19% to 21% of my time	3	3	2	2	3	3	2	2	4
22% or more of my time	7	6	7	8	4	7	6	7	7
No response	2	2	2	3	2	2	2	2	2

TABLE 63B

Do you teach any regularly scheduled classes?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
No	89	94	87	87	70	98	99
Yes, one course	5	3	7	5	13	2	1
Yes, two or more	6	3	6	7	18	0	0
No response	0	0	0	0	0	0	0

TABLE 64B

In your opinion, which of the following statements best describes your function in the selection of new teachers?

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
I have final authority in the selection of new teachers	20	18	28	19	15	23	23
I participate in the selection, but I do not have the final "word"	60	62	56	60	63	64	49
I have little or nothing to say about the selection of new teachers	15	15	11	15	17	10	21
I never see my new teachers before the first faculty meeting prior to the opening of school	4	4	4	4	5	3	6
Other	1	1	0	1	0	1	1
No response	0	0	0	0	0	0	0

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TABLE 65B

Listed below are several procedures which may be used by principals or other administrators in assisting beginning teachers in their professional development. Indicate ("Yes" or "No") whether each practice is established policy at your school.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
An experienced teacher is assigned to work with and assist each beginning teacher	83	78	88	89	84	92	94
Department or area chairmen are directed to work with and assist beginning teachers	83	92	84	89	80	88	87
Conference between principal and each beginning teacher individually prior to the formal opening of school	93	91	96	93	93	94	91
Principal or other qualified personnel systematically provide reading materials (other than ideal policy statements) on professional matters	76	77	80	74	74	76	74
Principal or other qualified personnel systematically discuss lesson or course plans with beginning teacher	84	88	84	82	82	82	89
Principal or other qualified person arranges for visitations by beginning teachers to classrooms for experienced teachers	55	62	60	51	44	58	67
We have a pre-school clinic	72	54	77	77	67	74	75
We have developed subject syllabi	70	85	62	67	53	75	86
This problem is either partially or entirely handled at the district level	46	43	44	48	42	47	52

The entries in the table reflect the percent of the respondents who indicated that the practice in question is an established policy at their school.

TABLE 66B

What percentage of your time is spent in making classroom visitations?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
1% to 3% of my time each week	16	16	16	20	13	19	16	14	13
4% to 6% of my time each week	20	20	21	17	24	20	24	21	20
7% to 9% of my time each week	13	13	13	13	15	13	12	14	17
10% to 12% of my time each week	20	20	20	21	23	17	18	21	21
13% to 15% of my time each week	10	7	11	13	9	9	7	11	12
16% to 18% of my time each week	4	4	4	5	3	4	5	4	6
19% to 21% of my time each week	5	4	5	8	3	3	5	5	5
22% or more of my time each week	6	4	7	3	9	4	5	5	6
No time devoted to this activity	1	3	1	1	1	2	4	1	1
No response	1	1	0	1	0	0	1	0	0

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TABLE 67B

Below are listed several factors which could be considered as "roadblocks" preventing principals from doing the job they would like to do. Using the three alternatives below, indicate whether each factor has or has not been a "roadblock" on doing what you would like to have done since you assumed your present principalship. ("Money," a kind of generic roadblock has been deliberately not included.)

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Teacher tenure	12	13	11	17	12	10	12	11	14
Teacher turnover	23	27	22	29	22	21	19	22	33
Variations in the ability and dedication of teachers	38	45	35	41	38	37	38	40	36
Teachers who resist new methods	18	21	16	18	17	17	19	17	18
Lack of district-wide flexibility (each school must conform to single policy)	11	13	10	11	10	12	12	11	11
Insufficient space and physical facilities	35	0	0	38	38	31	37	33	35
Time taken up by administrative detail (at the expense of more important matters)	32	0	0	39	31	29	25	33	39
Defective communication among various district administrative levels	11	0	0	12	9	11	13	11	10
Quantity and/or quality of teaching staff	15	0	0	17	17	13	16	12	19
Lack of competent office help	13	0	0	13	18	17	18	9	11
Lack of flexibility in curriculum	15	0	0	14	14	16	20	14	12

The entries in the table reflect the percent of principals who consider the given factor to be a major roadblock.

TABLE 68B

Below are listed several community elements which may have sought, successfully or unsuccessfully, to bring about certain changes in the operation of your school. Using the three alternatives provided, indicate the strength or extent of influence of each interest on your school during the past two years.

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
Religious or church groups	31	28	23	35	34	29	30
Local newspaper(s) editorial policy	44	40	38	45	38	46	47
That element of the business community which employs students or graduates	27	26	25	28	25	29	26
PTA, Parent Clubs, or other groups in the community	61	66	58	61	61	61	63
Local labor organizations	10	8	5	11	6	11	12
Local senior high schools	55	59	50	56	48	61	56
"Extremist" groups	21	19	13	25	16	22	28

All the entries in the table refer to the cumulative percent of the principals who believed the interest groups in question (1) exerted strong and/or frequent pressure or (2) occasional and/or moderate pressure.

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TABLE 69B

Questions in these tables are concerned with articulation in administrative organization of the elementary and junior high schools. Articulation may be defined as the degree to which the interlocking of successive levels of the educational system facilitates systematic progress of pupils. Using the alternatives provided, indicate the relative extent of the articulation problem involved in each of the listed areas.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Student records	27	25	28	30	27	26	26	29	25
Pupil promotion policies and plans	18	17	18	20	17	17	18	18	17
Granting of subject credit	13	12	14	14	16	12	12	13	14
Subject content and sequence of subjects	21	23	19	20	21	21	21	21	19
Counseling services	17	15	18	18	17	16	16	18	16
Marking systems	19	20	18	19	22	17	19	19	17

The entries in the table reflect the percent of principals who consider each of the areas in question a major problem in articulation.

TABLE 70B

Questions in these tables are concerned with articulation in administrative organization of the Junior and Senior high schools. Using the alternatives provided, indicate the relative extent of the articulation problem involved in each of the listed areas.

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Student records	28	28	28	31	26	27	26	30	27
Pupil promotion policies and plans	20	19	1	24	24	18	17	22	22
Granting of subject credit	21	21	21	23	24	20	18	23	23
Subject content and sequence of subjects	24	25	23	28	23	23	20	26	26
Counseling services	22	21	23	25	25	20	18	25	23
Marking systems	22	23	22	23	23	22	20	25	21

The entries in the table reflect the percent of principals who consider each of the areas in question a major problem in articulation.

TABLE 71B

How much self-satisfaction (that is the feeling of being able to use one's unique capabilities, of realizing one's potential) does your position as a principal provide for you?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Very little self-satisfaction	2	5	0	2	1	2	3	1	1
Some self-satisfaction	8	24	0	9	6	8	11	6	6
A moderate amount of self-satisfaction	24	72	0	23	27	23	29	22	19
Considerable self-satisfaction	49	0	73	46	46	51	43	54	47
Very much self-satisfaction	18	0	27	20	20	16	13	17	27
No response	0	0	0	0	0	0	0	0	

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Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CR	West	Small	Medium	Large
Very little prestige	3	7	1	4	2	3	6	2	2
Some prestige	13	25	7	10	13	14	19	11	8
A moderate amount of prestige	50	51	49	46	48	51	50	51	44
Considerable prestige	30	16	37	34	30	28	21	31	40
Very much prestige	4	1	6	5	6	3	3	4	6
No response	0	0	0	0	0	0	0	0	0

TABLE 72B

How much prestige does your position as a principal give you in the community where your school is located?

TABLE 73B

There has been concern expressed by some principals that in general principals are not accorded the professional status and prestige to which they are properly entitled by virtue of education, training, and the work they do. Would you agree that this is a serious problem?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CR	West	Small	Medium	Large
Yes	34	41	31	37	40	32	38	32	33
Uncertain	22	26	19	20	21	22	24	22	19
No	44	32	49	43	38	45	38	46	48
No response	0	0	0	0	1	0	1	0	0

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	CR	West	Small	Medium	Large
Yes	64	43	74	65	70	62	59	65	70
Uncertain	24	33	19	22	17	26	25	24	21
No	12	23	7	13	13	12	15	11	10
No response	0	0	0	0	0	0	0	0	0

TABLE 74B

If you had your life to live over, would you choose educational administration as a career.

TABLE 75B

What is your long range career objective?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Junior high principal	51	47	54	47	46	54	43	54	58
College professor	8	20	6	6	8	8	10	7	6
Senior high principal	9	8	9	7	11	7	6	9	11
District superintendent	16	15	17	21	15	15	19	15	13
Other	16	19	14	16	17	15	20	14	12
No response	1	1	0	1	1	1	1	1	0

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TABLE 76B

What is your current annual salary as a principal?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Less than $6,000	4	7	3	2	8	3	11	1	0
$6,000 to $6,999	7	11	5	2	16	6	17	2	0
$7,000 to $7,999	12	15	12	6	19	13	24	8	2
$8,000 to $8,999	16	18	15	12	19	16	22	15	7
$9,000 to $9,999	16	14	16	12	17	17	13	19	13
$10,000 to $12,499	29	24	31	37	18	29	10	40	35
$12,500 to $15,000	12	7	14	20	2	12	2	12	27
$15,000 to $17,500	4	4	5	9	0	4	0	2	15
More than $17,500	0	0	0	0	0	0	0	0	1
No response	0	0	0	0	0	0	0	0	0

TABLE 77B

Regardless of schedule of payment, is your yearly salary contract based on:

Response Alternative	Total	Region			Size of School		
		NE	SE	West	Small	Medium	Large
12 months	36	55	38	29	29	39	41
10-11 months	37	21	24	43	33	39	39
9-10 months	26	24	28	27	38	21	20
Less than 9 months	0	0	0	0	0	0	0
No response	0	0	0	0	1	0	0

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Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes	45	41	47	78	48	31	36	48	50
No	55	59	53	21	52	68	63	51	50
No response	0	1	0	0	0	0	1	0	0

TABLE 78B

Do you have job tenure as a principal?

TABLE 79B

In how many civic and political organizations (e.g., Chamber of Commerce) do you presently hold membership?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
None	25	27	22	28	25	23	27	23	24
One	31	30	31	26	33	32	32	30	30
Two	26	25	27	25	20	28	25	28	25
Three	11	10	11	12	12	10	10	12	11
Four or more	7	6	8	9	9	6	6	7	10
No response	0	1	0	0	1	0	1	0	0

TABLE 80B

Using the four alternatives provided, indicate the extent to which you have done the following during the past two years?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Studied through higher educational institutions (e.g., summer school, extension courses, afternoon and/or evening courses)	35	35	34	30	35	36	40	33	30
Participated in the activities of professional associations (local, state, regional, national)	53	50	56	48	63	53	51	56	54

The entries in the table indicate the percent of the respondents who either quite extensively or very extensively participated in the listed activities.

TABLE 81B

Have you attended statewide or national meetings of secondary school principals in the past two years?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes, several meetings	41	34	45	48	43	39	28	50	46
Yes, twice	20	20	21	19	20	21	18	21	22
Yes, once	17	18	17	14	18	18	20	16	14
No	21	28	17	19	19	22	34	12	18
No response	0	0	0	0	0	0	0	0	0

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TABLE 82B

Does your junior high have a teacher intern program in co-operation with a teacher training institute?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
Yes	56	51	58	61	57	53	36	63	72
No	44	49	42	39	43	47	64	37	28
No response	0	0	0	0	0	0	0	0	0

TABLE 83B

Approximately what percentage of your regular teachers did their student teaching at the junior high school level?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
10% or less	31	36	29	21	42	31	39	28	24
20%	18	17	19	14	19	20	18	20	16
30%	13	13	13	12	12	14	10	15	14
40%	7	8	7	9	7	7	6	8	9
50%	13	12	14	17	9	13	12	13	16
60%	6	5	7	7	4	7	4	6	10
70% or more	9	8	10	17	7	7	9	8	11
No response	2	1	2	3	0	1	1	2	1

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No, but the parents are free to discuss educational problems as they arise	65	63	66	54	70	68	64	69	60
Yes, we have two or less scheduled conferences each year	25	26	25	26	17	27	29	23	23
Yes, we have three or more scheduled conferences each year	6	6	5	11	7	3	3	5	10
Yes, we have a conference scheduled after each grading period	4	3	4	9	6	1	3	4	6
No response	0	0	0	1	0	0	1	0	0

TABLE 84B

Does your junior high school have regularly scheduled parent conferences?

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TABLE 85B

Does your junior high school use data processing machines in scheduling, record keeping, or grade reporting?

Response Alternative	Total	Satisfaction		Region			Size of School		
		Moderately Satisfied	Very Satisfied	NE	SE	West	Small	Medium	Large
No, we do not have access to data processing machines	77	81	75	78	79	76	91	73	64
Yes, and we use them in all three of the above areas	6	4	7	4	5	8	1	8	11
Yes, but we only use them for scheduling	3	2	3	3	3	2	1	3	4
Yes, we use them for both scheduling and record keeping	1	1	1	1	3	1	1	1	3
Yes, we use them for both scheduling and grade reporting	2	1	2	1	1	2	1	2	2
Yes, we use them for both record keeping and grade reporting	3	3	3	3	0	3	1	3	4
Yes, but we only use them for record keeping	2	2	2	2	2	2	1	2	4
Yes, but we only use them for grade reporting	2	2	2	2	0	2	0	3	2
Other	4	3	5	5	7	3	3	4	6
No response	1	1	0	0	0	1	1	0	0